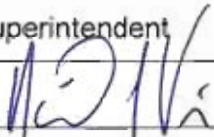## Assurance of Fulfillment of Program Requirements with Reduced Grant Award
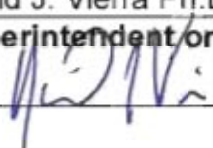
I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Antelope Valley Union High School District
Name of Authorized Executive:	David J. Vierra Ph.D
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	
Date:	August 27, 2010

SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
September 1, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Los Angeles	**County/District Code:** 19-64246
Local Educational Agency (LEA) Name Antelope Valley Union High School District	**LEA NCES Number:** 0602820
LEA Address 44881 Sierra Hwy	**Total Grant Amount Requested** $10,425,777
City Lancaster	**Zip Code** 93534
Name of Primary Grant Coordinator Brett Neal	**Grant Coordinator Title** Director of School Improvement

Telephone Number	**Fax Number**	**E-mail Address**
(661) 948-7655	(661) 723-9985	bneal@avhsd.org

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee David J. Vierra Ph.D	**Telephone Number** (661) 948-7655
Superintendent or Designee Signature	**Date** 8/27/2010

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

___**X**___Form 1 Application Cover Sheet
     (Must be signed in **blue ink** by the LEA Superintendent or Designee)

___**X**___Form 2 Collaborative Signatures
     (Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

___**X**___Form 3 Narrative Response

___**X**___Form 4a LEA Projected Budget

___**X**___Form 4b School Projected Budget

___**X**___Form 5a LEA Budget Narrative

___**X**___Form 5b School Budget Narrative

___**X**___Form 6 General Assurances
        Drug Free Workplace Certification
        Lobbying Certification
        Debarment and Suspension Certification

___**X**___Form 7 Sub-grant Conditions and Assurances (three pages)

___**X**___Form 8 Waivers Requested

___**X**___Form 9 Schools to Be Served Chart
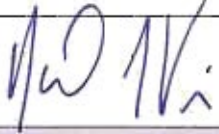
___**X**___Form 10 Implementation Chart for a Tier I or Tier II School

___**X**___Form 11 Implementation Chart for a Tier III School, (if applicable)

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
19-64246	Antelope Valley Union High School District	David J. Vierra, Ph.D	

CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Antelope Valley Union High School District
Authorized Executive:	Brett Neal
Signature of Authorized Executive	

i. NEEDS ANALYSIS

In response to the RFA for the School Improvement Grant, the district cabinet convened the District-School Leadership Team (DSLT) for Eastside High School and Littlerock High School to begin a comprehensive needs analysis process. Members of the DSLT included:

Brett Neal Director of School Improvement
Joe Kelly Principal Eastside High School
Greg Nehen Principal Littlerock High School
Ken Scott Director Categorical and Special Programs
Anthony Martinez Director Student Services and Interventions
Jodie Radford Coordinator of Curriculum
Matthew Winheim Coordinator of Curriculum
Terry Jones Coordinator Professional Development
Tina Kaveney AVID Coordinator

Both schools also convened their School-Site Councils (SSC) to discuss the grant requirements and begin to collect data. With additional support, the DSLTs and SSCs from Eastside High School and Littlerock High School analyzed data from a variety of sources to assess the current conditions of the school.

In the following paragraphs, the assessment instruments and data sources, analysis process, and key findings for the District, Eastside, and Littlerock are described.

Assessment Instruments Used to Conduct the Analysis
AVUHSD used a variety of instruments to assess the current conditions of the schools. Data was gathered from the following sources:

- District Assistance Survey (DAS) completed in April 2010

- Academic Program Survey (APS) completed in April 2010 for both schools in a process facilitated by faculty from the UCLA School Management Program and management consultants from NPO Solutions

- Goals and progress made to date on the 2009-2010 Single Plans for Student Achievement for Eastside and Littlerock

- The English Learner Subgroup Self-Assessment completed in September 2008

- The Inventory of Services and Support (ISS) for Students with Disabilities conducted in September 2008

- The District Assistance and Intervention Team (DAIT) findings and recommendations from September 2008

- The progress report from the School Assistance Intervention Team (SAIT) (for Littlerock High School) conducted in 2008

- English Leaner School-Level Tool completed in May 2008

AVUHSD also reviewed student achievement indicators from the following sources:

- California Standards Test (CST) scores since 2006
- Standardized Testing and Reporting (STAR) tests since 2006
- Benchmark exams
- Classroom walk-through observations
- API statistics since 2006
- AYP statistics since 2006
- Grade-point averages for student subgroups
- Graduation rates
- "A-G" UC/CSU course statistics
- The distribution of Highly Qualified Teachers at the two schools

Finally, to gather input from additional school and district stakeholders, the DSLT and SSCs conducted informal surveys of staff and held information-gathering meetings with staff and the larger school community (including parents and family members). Additional details on these surveys and events, including the attendees, can be found in Section 11.

Roles and Responsibilities of Personnel
The roles and responsibilities of AVUHSD and school personnel and other collaborative partners that were responsible for conducting the needs assessment and/or analyzing the results are described in the table below.

Table 1.1 Roles and Responsibilities

Role	Responsibility in the Collection and Analysis Process
District Superintendent, Dr. David Vierra	Provided general oversight to the needs assessment collection and analysis process.
Assistant Superintendent of Educational Services, Dr. Michael Vierra	Managed and led the data collection and analysis process. Provided input on the DAS and other surveys and analyzed data.
Director of School Improvement (Curriculum, Instruction & Information Services), Brett Neal	Managed and led the data collection and analysis process. Provided input on the DAS and other surveys and analyzed data.
Assistant Superintendent of Personnel Services Mark Bryant	Provided input for the needs assessment. Reviewed and analyzed needs assessment data.

Role	Responsibility in the Collection and Analysis Process
DSLT for Eastside	Provided input for the needs assessment. Reviewed and analyzed needs assessment data.
DSLT for Littlerock	Provided input for the needs assessment. Reviewed and analyzed needs assessment data.
Principal for Eastside, Joe Kelly	Collected and provided input for the needs assessment. Reviewed and analyzed needs assessment data.
Principal for Littlerock, Greg Nehen	Collected and provided input for the needs assessment. Reviewed and analyzed needs assessment data.
SSC (includes Certificated Teachers, Classified employees, parents and students) for Eastside	Collected and provided input for the needs assessment.
SSC (includes Certificated Teachers, Classified employees, parents and students) for Littlerock	Collected and provided input for the needs assessment.
Instructional Coaches Eastside and Littlerock	Collected and provided input for the needs assessment.
Teacher Leaders Eastside and Littlerock	Collected and provided input for the needs assessment.
Department Chairs at Eastside and Littlerock	Provided input for the needs assessment.
Parent Advisory Councils Eastside and Littlerock	Provided input for the needs assessment.
Site union representatives for Eastside and Littlerock	Provided input for the needs assessment.
UCLA School Management Program	Collected and analyzed data.
NPO Solutions	Collected and analyzed data.

Process for Analyzing the Findings and Determining Intervention Model

Upon learning that the State of California identified Eastside and Littlerock as Tier II schools, the district cabinet members began a needs assessment to help determine the possible options for each school. The superintendent, other members of the district cabinet, and the principals of both schools attended the SIG trainings in March 2010.

The data gathering and analysis process was led by the Assistant Superintendent of Educational Services, Dr. Michael Vierra, and the Director of School Improvement

(Curriculum, Instruction & Information Services), Brett Neal. Dr. Vierra and Mr. Neal convened the DSLTs and the SSCs from each school to gather and analyzed the abovementioned data and provided input on the appropriate course of action for each school. The district office also hired outside consultants from the UCLA School Management Program (SMP) and NPO Solutions to facilitate the data collection and analysis.

The district cabinet supported by consultants, DSLTs and SSCs analyzed the overall student and disaggregated student achievement data and other indicators to identify trends in student performance on multiple indicators by different subgroups of students. The district cabinet, DSLTs, SSCs and consultants also identified trends in recruitment and retention of teachers, professional development, fiscal oversight and efficiency, fidelity to pacing guides and teaching best practices, and response to past reform and improvement efforts.

On April 19, 2010, the consultants facilitated the completion of the APS by each school. In 3-hour meetings, the consultants gathered information from the SSC, representatives from the Parent Advisory Council, instructional coaches for ELA and math, school counselors, and site union representatives from each school. The Assistant Superintendent of Educational Services, Director of School Improvement, and the Assistant Superintendent of Personnel Services also provided input.

Through various faculty and public meetings in March, April and May 2010, the DSLT and SSCs presented the findings and possible intervention models to the Antelope Valley Union High School District Board of Trustees, members of the district office, instructional coaches, teacher leaders, the budget committee, union representatives, and parents. At the meetings, the principals from Eastside and Littlerock, Dr. Vierra and Mr. Neal gathered input, clarified issues, and reviewed the needs of each school during the public meetings.

With all relevant data and analysis, the DSLT recommended an intervention model for each school; the Transformation Model was the clear choice for each school. The district office presented the findings and recommendations to the board, which made the final decision to pursue the SIG for the Transformation Model.

Findings Concerning the District Office's Current Practices
In September 2008, WestEd and the UCLA School Management Program conducted a DAIT Capacity Study of AVUHSD. The study made the following observations about district capacity:

- The District leadership has a clear vision and plan for improving instruction and increasing student achievement.
- The District is holding people accountable for measurable outcomes. This can be enhanced by the development of "smart goals" for every program and every school site.

- The District has the will and the capacity to implement with fidelity and consistency a system of summative and formative assessments to inform instruction.

- With the District's support of coaching, the quality of instruction will increase.

- The District is committed to implementing Board-adopted curriculum across all schools and in all classrooms.

- The Fiscal Operations of the District are sound. There are – as with most Districts – opportunities to improve how resources are maximized to improve student outcomes. As the LEA Plan is developed, it will include a consideration of resource needs and options to provide such support through the consideration of how all resources will focus on the needs of student achievement. The final LEA Plan will include a detailed budget that shows how each action is included in the District budget.

The District Assistance Survey (DAS) was completed by the DSLT as part of the needs assessment for the School Improvement Grant. The DAS included a total of 39 prompts. A numerical summary of the topics in the seven areas of inquiry is provided in Figure 1.1. The summary shows that:

- The areas of highest score are Fiscal Operations (2.83), Governance (2.40), and Data Systems and Monitoring (2.33).

- The areas of lowest score are Human Resources (2.00) and Parent and Community Engagement (2.00).

(Scoring was done on a 3-part forced-choice format with 1 representing Minimal Implementation, 2 representing Partial Implementation, and 3 representing Full Implementation.)

Of the 39 questions:

- 9 (23%) received 3s

- 26 (67%) received 2s

- 4 (10%) received 1s

These scores reflect a District Office that is supportive of the school site, and in the process of implementing policies, practices, and structures to ensure the success of schools in its district.

Figure 1.1: District Assessment Survey Results for AVUHSD
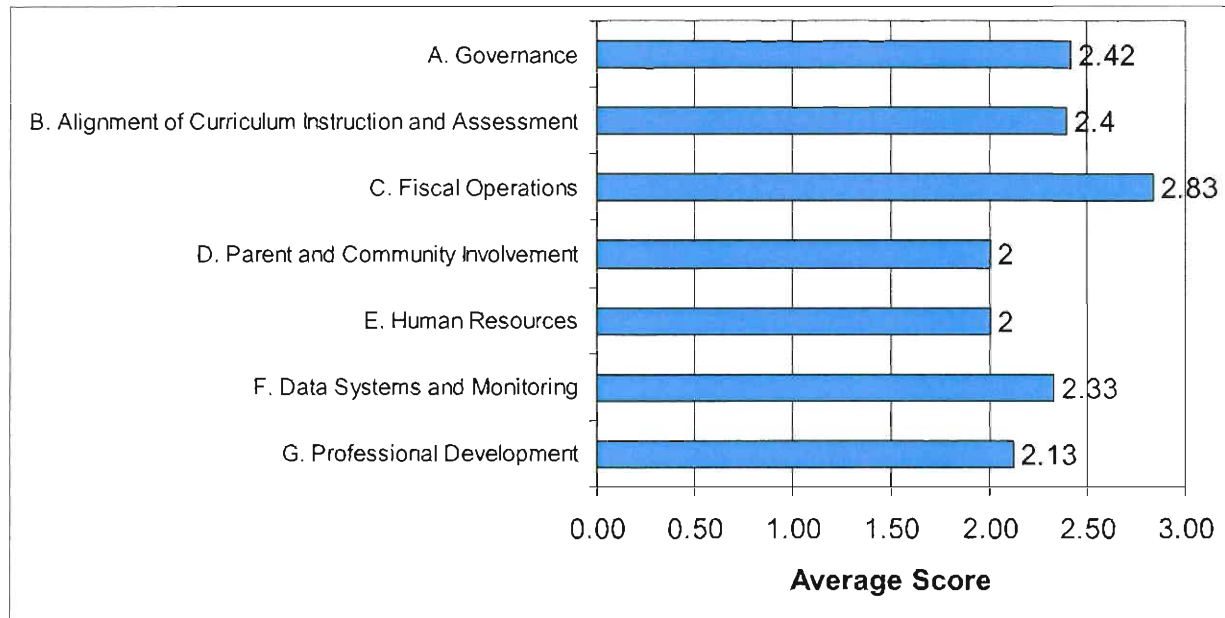
The four areas of opportunity indicated by scores of 1 on the DAS are:

- Governance A.8: While the District Office has clearly communicated the actions required by the school sites to meet the goals of the LEA Plan, it does not yet have a system to hold teachers and district personnel accountable for student achievement. For the 2009-2010 school year, the District Office instituted a new evaluation system for principals that take into account data on overall student growth and growth for subgroups, as well as other indicators of an effective teaching and learning environment such as school climate, communication, parent involvement and facilities. All principals were evaluated in school-year 2009-10 using this system. The Cabinet met with each principal monthly and quarterly to review his/her progress against goals and make adjustments as necessary.

- Human Resources E.1: While the District Office provides leadership training to principals and has begun to monitor the mobility of principals at low-performing schools, the District Office currently does not use an incentive system to retain highly effective principals in underperforming schools. In addition, the office has not yet opened leadership programs to teachers in order to build a potential pool of highly qualified administrators.

- Human Resources E.2: While the District Office is providing professional development to existing principals, it has not yet fully articulated policies and practices to support new administrators.

- Human Resources E.4: The District has not yet developed a plan to recruit and retain highly qualified teachers at low performing schools, nor has it created policies and practices to ensure that the most effective teachers are staffed at the lowest performing schools.

Findings Concerning EASTSIDE HIGH SCHOOL'S Current Practices and Potential for Improvement

Eastside High School is located in the Antelope Valley, about 60 miles northeast of the Los Angeles basin, in Los Angeles County. The school is located in the high desert at the base of the San Gabriel Mountains at 3200 East Avenue J-8 in Lancaster. Eastside High School opened its doors on August 22, 2005 with a diverse student body of 628 ninth graders. Academic year 2009-10 is the first in its permanent, state-of-the-art facility. The student population is just over 2600 with four grade levels (9-12). Eastside High School is the eighth and newest comprehensive high school in AVUHSD. As shown in the table below, the student body is highly diverse. The students come from three primary feeder schools from the Eastside Elementary School District and the Lancaster Elementary School District. The high school district and elementary district are not unified. The majority of students provide their own transportation to school, but three buses are currently serving students who live more than three miles away. There is also bussing for students with disabilities.

Table 1.2 Diversity of Eastside Student Population

Ethnicity	Number of Students	Percent of Student Body
African American	771	33%
American Indian/ Alaska Native	11	NA
Asian	15	NA
Hispanic	1078	46%
White/not Hispanic	416	18%
Pacific Islander	3	NA
Filipino	38	1.6%

Essential Program Components Overview

The APS for Eastside revealed that, while the school has many of the structures in place to succeed, it needs additional support and resources to ensure the best practices for effective teaching and learning are implemented across the campus with fidelity. The summary shows that:

- The areas of highest score are School Administrator Instructional Leadership Training (3.50) and Instructional Program (3.20).

- The areas of lowest score are Student Achievement Monitoring System (2.00) and Lesson Pacing Guide (2.67).

(Scoring was done on a 4-part forced-choice format with 1 representing less than 50% implementation, 2 representing at least 50% implementation, 3 representing at least 75% implementation, and 4 representing full implementation.)

The relevant findings of each section are discussed below.

<u>Use of California's Standard's-Aligned Instructional Materials and Targeted Interventions</u> (Average Score: 3.2)

Eastside has all of the instructional materials and texts for ELA and math. Curriculum, textbooks and materials are aligned with content and performance standards. New textbooks are aligned to standards and many related materials are provided for teachers, including Spanish supplemental materials. Textbooks are adopted and approved by AVUHSD after a thorough and inclusive review. Supplemental textbooks such as AGS and the reading program Read 180 have been added to support students reading below grade level. Furthermore, standards-based instructional materials are available to special populations. Study Skills, Reading Skills, ESS classes and English Language Development classes use standards-based instructional materials. However, some teachers do not use these materials and texts optimally. The same is true for core and additional ancillary materials designed for universal access/differentiated instruction.

Teachers use differentiated instruction and layer the curriculum to deliver standards-based lessons. A variety of instructional strategies such as summarization, compare/contrast, collaborative learning, SDAIE/CLAD strategies and re-teaching are implemented in the classroom. In addition, instructional aides and a bilingual aide assist students in the classroom. Study Skills, ELD classes and the Special Education inclusion model support students in special populations with individual needs to meet the standards. One-to-one and group tutoring as well as supplemental instruction is available. Computers are provided in each classroom and laptop carts are also available.

Eastside High School is currently a school-wide Title I school, with a majority of its students qualifying for Title I funds. Specifically, Reading Skills classes are offered for students who do not read and write at grade level. These classes use Read 180 to teach reading and writing skills so students reach literary skills at or above grade level; these classes are also capped at 25 students using ARRA funds. The use of daily planners supports organizational skills, time management and school-to-home communication. Additionally, ARRA has funded ten sections of Instructional Coaches focusing on Special Education, AVID, Literacy Support, math Support and English Language learners.

The Special Education programs inclusion model provides assistance from instructional aides and special education teachers in the classroom to support all students in meeting the standards. Reading Skills and ESS classes provide time to ensure goals for each Special Education student are met. Teachers and the Special Education staff implement student accommodations to ensure the opportunity for academic success. A Teacher on Special Assignment also provides ongoing staff development and is present during transition IEPs for students coming to high school from feeder schools.

Most students are placed in the appropriate course. However, it is unclear as to whether all ELs, SWDs, or intensive students who need special modifications and/or

accommodations are receiving them. Some data – especially related to math – is not available for students entering 9th grade, making it difficult for Eastside to appropriately place some students.

Curriculum Pacing and Appropriate Use of Instructional Time
The school's master schedule includes 55-minute periods and allocates sufficient additional time and periods to support all students including those identified as strategic students (e.g., ELs, SWDs, and students with learning difficulties). The district/school uses assessments and placement criteria to determine the instructional needs of most strategic students – those with the lowest scores – and the intensity of support offered to these students. However, Eastside has not appropriately identified the needs for all students that test just above the lowest scores; some students "fall through the cracks." However, the 55-minute period may not be enough time for all students to gain understanding of the material. In addition, some teachers do not use the entire class time for instruction. Also, while most teachers provide strategic students with additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms, some teachers do not.

Both the ELA and math classes have pacing guides and the structures are in place to meet the criteria. However, there is not 100% fidelity to the guides or program. Some subjects have greater fidelity than others. In particular, some pacing guides do not provide time for pre/re-teaching. The administrators and teachers are currently working to address the issue of fidelity. Also, some teachers do not use ancillary support materials. There will be greater structure in 2010-11.

Faculty Professional Development Activities, Collaboration and Instructional Support
In essence, all administrators have been appropriately trained. Administrators support the need for additional training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. Some trainings do not have a structured focus.

Eastside High School's staff development focuses on a collaborative model. Most, but not all of the classrooms have highly qualified teachers appropriately credentialed for their assignment. Also, most, but not all teachers, have received the 80-hour follow-up structured practicum in the SBE-adopted ELA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. Teachers have identified doing focused work on how to get improved results from the SBE-adopted ELA program, intensive intervention program, and ancillary materials as a need.

A modified schedule provides weekly time for collaboration within departments and across the disciplines. Weekly flex days have been scheduled for collaborative planning and to analyze the assessed student performance data that drives instruction. Time is also scheduled for departments to analyze and collaborate on common midterms and finals data.

At least 75% of the collaboration meetings frequently include using and analyzing timely results from the common school/district assessments. Collaborative teams and departments align curricular benchmarks, vocabulary, key terms midterm and finals. The common vocabulary terms are shared between departments and are posted on the website. In addition, departments create common syllabi. Staff collaboration is on-going beginning with an annual Teachers Academy and supported with district-wide standard-based staff development.

However, some department meetings are not structured and do not provide structured opportunities for collaboration. Some departments meet the criteria better than others. Also, some departments do not have enough opportunities (given schedules) to meet and collaborate.

Eastside and the District Office have built a good foundation for support. However, teachers agree that they are not trained up to an advanced level on research-based practices and instructional delivery and the training does not include follow-up support. There are no formal processes to monitor the use and impact of the coaching services on student achievement. Also, some teachers do not take advantage of the training available.

Capacity to Develop, Access, and Analyze Student Performance Data
Eastside has a data system in place. Assessment data is gathered from the 2009 9th, 10th and 11th grade CSTs and department common midterms and finals to analyze, interpret and collaborate with teachers, students and parents as well as to modify instruction. The data is disaggregated by coaches and administrators, but not by all of the teachers. The data system has changed several time and teachers are still receiving training on accessing the data. Even with training, some teachers do not know how to access the data or use it to improve instruction. The coaches and administrators have to do a lot of "hand holding".

Administrators observe classrooms and provide feedback on evidence in standards-based classes. Teachers also observe each other regarding common lessons. Most of them collaborate and analyze lesson implementation and student results to strengthen instructional strategies, develop best practices and enhance teacher efficacy.
For the most part, students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria. Assessment data from feeder schools such as the 7th and 8th grade CST's, Algebra and Geometry Readiness Tests, benchmark exams and feeder school teacher recommendations are used for placement purposes.

However, the AVUHSD is not unified with feeder schools and elementary districts. Therefore, accurate data regarding special populations and underperforming students are not available in a timely manner for planning purposes. In addition, teachers in the feeder schools may not be as familiar with the standards and benchmarks in high school level subject areas. Every effort is made to provide all students with appropriate intervention courses based on the limited data received from the feeder schools.

Overall, the situation is worse for math than ELA – the math scores are much lower than the district average.

Alignment of Federal, State, and Private Fiscal Resources to Support School Improvement
All federal, state and private fiscal resources are aligned to support school improvement at Eastside High School. The school is currently a school-wide Title I school, with a majority of its students qualifying for Title I funds. Specifically, Reading Skills classes are offered for students who do not read and write at grade level. These classes use Read 180 to teach reading and writing skills so students reach literary skills at or above grade level; these classes are also capped at 25 students using ARRA funds. The use of daily planners supports organizational skills, time management and school-to-home communication. Additionally, ARRA has funded ten sections of Instructional Coaches focusing on Special Education, AVID, Literacy Support, math Support and English Language Learners.

The Special Education programs inclusion model provides assistance from instructional aides and special education teachers in the classroom to support all students in meeting the standards. Reading Skills and ESS classes provide time to ensure goals for each Special Education student are met. Teachers and the Special Education staff implement student accommodations to ensure the opportunity for academic success. A Teacher on Special Assignment also provides ongoing staff development and is present during transition IEPs for students coming to high school from feeder schools.

Title IV funds anti-drug and violence prevention materials, events and programs at the site to meet specific needs of our students. These programs also support students' personal needs as well as drug and violence prevention that help students focus on their education

The SPSA template is aligned with the LEA Plan's goals and activities. The district and school are taking steps to ensure the goals are appropriately funded. There is no process or metric to show the connection between funding and improved student achievement.

Staff Effectiveness
As indicated in Table 1.3, the vast majority of teachers at Eastside are highly qualified.

Table 1.3: Distribution of Highly Qualified Teachers

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in all Subjects Taught	Percentage of FTE Highly Qualified in all Subjects Taught
Math	16.4	15.6	95%
ELA	18.2	16.2	89%
Science	12	11.8	98%

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in all Subjects Taught	Percentage of FTE Highly Qualified in all Subjects Taught
Social Science	10.4	10.4	100%
Electives	18.8	17.6	94%

Additionally, Eastside has a balance of newer and experienced teachers, with the majority of teachers having ten years in education and the majority of the teachers being at Eastside since its inception five years ago

Table 1.4: Experience of Teachers

Grade Level or Subject Area	Total FTE	FTE 5 yrs or less in school	FTE 6-15 yrs in school	FTE 16 or more yrs in school
Math	16.4	5.6	5.4	5.4
ELA	18.2	5.4	10.4	2.4
Science	12	2.2.	7.6	2.2
Social Science	10.4	8	2.4	0
Electives	18.8	11.6	3.6	3.6

The students at Eastside are also supported by the following staff members:
- Administrators
- Counselors
- Pupil Services technicians
- Community Attendance workers
- Instructional Coaches
- AVID coordinators
- Title 1 coordinators
- E.L. coordinators
- Bi-Lingual Instructional Aides
- Special Education Instructional Aides
- Special Education/Teacher on Special Assignment

Findings Concerning LITTLEROCK HIGH SCHOOL'S Current Practices and Potential for Improvement

Littlerock High School is located in an unincorporated area of northeast Los Angeles County in the town of Littlerock, which is a part of the Antelope Valley. The school is located approximately 65 miles northeast of the Los Angeles basin in Los Angeles County. The school serves an attendance boundary, which is approximately 425 square miles, and has a student population of approximately 1800 students. Littlerock High School, celebrating its 20th year of serving the community, was the fifth comprehensive high school in the Antelope Valley Union High School District, which currently has eight comprehensive high schools, two continuation schools, and an Early College High School, SOAR.

Like at Eastside, the student body at Littlerock is highly diverse.

Table 1.5: Diversity of Student Body

Ethnicity	Number of students	Percentage of student body
American Indian/Alaska Native	12	0.7%
Asian	13	0.7%
Pacific Islander	4	0.2%
Filipino	11	0.6%
Hispanic	1,153	62.7%
African American	187	10.2%
White/Non Hispanic	445	24.2%

Essential Program Components Overview

The APS for Littlerock revealed that, while the school has many of the structures in place to succeed, it needs additional support and resources to ensure the best practices for effective teaching and learning are implemented across the campus with fidelity. The summary shows that:

- The areas of highest score are School Administrator Instructional Leadership Training (4.00) and Instructional Program (3.60).

- The areas of lowest score are Student Achievement Monitoring System (2.50) and Lesson Pacing Guide (3.00).

(Scoring was done on a 4-part forced-choice format with 1 representing less than 50% implementation, 2 representing at least 50% implementation, 3 representing at least 75% implementation, and 4 representing full implementation.)

The relevant findings of each section are discussed below.

Use of California's Standard's-Aligned Instructional Materials and Targeted Interventions

Littlerock has all of the instructional materials and texts for ELA and math. Curriculum, textbooks and materials are aligned with the California State content standards. Lessons incorporate the standards and relate standards to objectives and hands-on activities of the lesson. Materials, textbooks, technology, and supplemental materials support the standards-based lessons. Supplemental programs such as Read 180 are utilized to support students reading below grade level, and Edge is used to aid in language acquisition.

However, some teachers do not use these materials and texts optimally. The same is true for core and additional ancillary materials designed for universal access/differentiated instruction.

Some students who should be in intensive courses are not placed in intensive courses because of a lack of appropriate assessment data. Other students are placed in the intensive courses and should not be based on overall scores. At the state level, there is no identified math intervention program for high schools. There are no pre-algebra courses offered at Littlerock. Littlerock is currently working to create such a class.

Curriculum Pacing and Appropriate Use of Instructional Time
The school's master schedule allocates for all ELA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ELA grade nine and ten instructional program. The school's master schedule also allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. However, some teachers do not adhere to the master schedule and give this time priority and protect it from interruptions. Also, some teachers do not use the district-adopted core materials and the core ancillary materials as the predominant instructional program. Some teachers do not provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms.

Littlerock has not appropriately identified the needs for all students, especially those that do not have scores for 8th grade, and some students "fall through the cracks". Littlerock needs to improve its assessment and monitoring systems. The administrators and teachers are meeting to create and implement a plan to better identify and provide differentiated instruction to strategic students.

Teachers meet with other teachers to review benchmarks and modify the pacing guides. However, the teachers do not conduct formative assessments or engage in inquiry to determine if the changes in instruction actually improved student understanding. The assessment pacing guide is not in daily use in all ELA intensive intervention classrooms. Littlerock is currently creating the materials and weaving in the standards. The strategic support teachers are not fully ensuring time for pre/re-teaching or time to address specific skill needs of students. In addition, while data analysis of common assessments in teacher collaboration is informing instructional planning and decision-making, teachers are not then asking whether the changes to instruction improved student achievement outcomes.

Faculty Professional Development Activities, Collaboration and Instructional Support
All administrators have been appropriately trained. Staff development at Littlerock High School focuses on a Professional Learning Community model. In addition, the District offers staff development opportunities for English, Math, Science, Social Science and AVID teachers. Staff development sessions are held during the summer months that focus on best practices, strategies in the learning process, and multiple intelligences for standards-based instruction to increase student achievement. In addition, staff development in the areas of teaching Literacy and Math Support courses, Cornell Notes, services for Special Education students and services for EL students are provided.

Most, but not all teachers have received the 80-hour follow-up structured practicum in the SBE-adopted ELA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. Teachers have identified doing focused work on how to get improved results from the SBE-adopted ELA and math program and/or intensive intervention program used as a need.

The time and structures for collaborative meetings are in place. The modified schedule provides time on a weekly basis for collaboration within departments and across disciplines. Time is also scheduled for departments to analyze and collaborate on common benchmark assessments and content State standards exam data. Use of this valuable data is used to modify, adjust or alter instructional practices to meet the needs of all students.

Collaboration within and between departments align curricular benchmarks, mapping, vocabulary, and key terms to quarterly benchmark assessments. In addition, departments create common syllabi. Staff collaboration is on-going beginning with an annual meeting of all staff when the new school year begins and continues throughout the year during time provided on weekly flex day schedule and quarterly minimum days to review benchmark results.

However, some of the teachers do not frequently use and analyze timely results from the common school/district assessments during the meetings or use the discussions to strengthen the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ELA and math content standards for all students, including ELs and SWDs.

Littlerock and the District Office have built a good foundation for support. However, the teachers are not trained to an advanced level on research-based practices and instructional delivery and the training does not include all of the required support. There are no formal processes to monitor the use and impact of the coaching services on student achievement. Also, some teachers do not take advantage of the training available.

Capacity to Develop, Access, and Analyze Student Performance Data

Littlerock has a data system in place. Administrators, Instructional Coaches and peer teachers observe classrooms and provide feedback on evidence of standards-based lessons. Teachers also observe each other regarding common lessons. They collaborate and analyze lesson implementation and student results to strengthen instructional strategies, develop best practices and enhance teacher efficacy.

Assessment data is also gathered from annual California Standards Tests, California High School Exit Exams, and District Benchmark assessments to analyze, interpret and collaborate with teachers, students and parents as well as to modify instruction. In addition, assessment data from feeder schools such as the CST's, Algebra and Geometry Readiness Tests and feeder school teacher recommendations are used for placement purposes. In addition, counselors visit classrooms to teach students how to interpret the test results and provide information and tips to improve scores. Parents are mailed test results and a guide to read and interpret scores.

However, the teachers do not collect or use the data to improve their instruction to increase student understanding. Not all teachers know how to access and effectively use data to improve instruction. Also, the school does not have processes for frequent formative assessments (such as consistent checking for understanding or formal common formative assessments) and it does not collect and use summative assessments.

Alignment of Federal, State, and Private Fiscal Resources to Support School Improvement

All federal, state and private fiscal resources are aligned to support school improvement at Littlerock High School. Little High School is currently designated as a schoolwide Title I school. Specifically, Literacy Support I and II, and Algebra I Support, and CAHSEE Preparation classes are offered for students who do not read and write at grade level or demonstrate grade level math skills. These classes use a variety of instructional materials including Read 180, Revolution Prep, and CAHSEE Prep materials to teach reading and writing skills so students attain literary skills at or above grade level. The structured use of school provided student planners supports organizational skills, time management, and school-to-home communication.

One-to-one tutoring assists students individually to increase literacy and math skills. The AVID program strategies teach all students (including underperforming students) Cornell note-taking, inquiry method, critical thinking skills, and writing skills with a focus on course completion that encourages students to prepare for college. The Summer Institute assesses students and provides necessary reading, writing, and math skills as well as enrichment to prepare incoming freshmen for the rigors of high school. Supplemental materials, software/hardware, and student data create a foundation to analyze and evaluate each programs respective success.

The RSP inclusion model provides assistance to special education students with instructional aides and special education teachers in the classroom to support all students in meeting the curriculum standards. Strategies for Success and ESS classes

provide time to ensure goals for each Special Education student are met. Teachers and the Special Education staff implement student accommodations to ensure opportunities for academic success. A Teacher on Special Assignment (TSA) also provides ongoing staff development and is present during transition IEPs for students coming to high school from feeder schools. Para-educators and a transition specialist provide a transition plan to prepare for post-secondary opportunities and education.

Title III funds are used to supplement teaching and learning by English Language acquisition students. Littlerock High School has EL students in a structured academy, where students and teachers are placed in cohorts to maximize efficiency and effectiveness of structured English Immersion instruction. The EL Coach, specialized language acquisition aides and trained teachers use strategies in the classroom to ensure students have access to the content and meet standards. In addition, monthly ELAC meetings for parents involve the community.

Title IV funds, anti drug and violence prevention materials, events and programs at the school all are designed to be used to meet specific needs of our students. Programs support students' personal needs, drug and violence prevention that help students focus on their education.

Littlerock has drafted a SPSA plan, which includes a plan for ELA. Greater alignment between the district LEA Plan and Littlerock SPSA plan needs to occur. Also, school administrators do not regularly update the plan based on new data and analysis.

Staff Effectiveness
As indicated in Table 1.6, the vast majority of teachers at Littlerock are highly qualified.

Table 1.6: Distribution of Highly Qualified Teachers

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in all Subjects Taught	Percentage of FTE Highly Qualified in all Subjects Taught
Math	12	11.6	97%
ELA	13.4	12.8	96%
Science	8	7.4	93%
Social Science	6.2	5.8	93.5%
Electives	20.6	20.6	100%

Additionally, Littlerock has a balance of newer and experienced teachers, with the majority of teachers having 6-15 years at the school.

Table 1.7: Experience of Teachers

Grade Level or Subject Area	Total FTE	FTE 5 yrs or less in school	FTE 6-15 yrs in school	FTE 16 or more yrs in school
Math	12	1.0	11	0
ELA	13.4	2.4	9.8	1.2
Science	8	1.0	5.8	1.2
Social Science	6.2	1.2	3.0	2.0
Electives	20.6	4.8	13.6	2.2

The students at Littlerock are also supported by the following staff members:
- Administrators
- Counselors
- Pupil Services technicians
- Community Attendance workers
- Instructional Coaches
- AVID coordinators
- Title 1 coordinators
- E.L. coordinators
- Bi-Lingual Instructional Aides
- Special Education Instructional Aides
- Special Education/Teacher on Special Assignment

II. SELECTION OF INTERVENTION MODELS

The district office reviewed the Intervention Models when Eastside and Littlerock were named as Tier II schools to determine which strategy would be the best fit. Several factors, revealed during the needs assessment and interviews with school community members, played a role in the decision to pursue the Transformation Intervention Model for both Eastside and Littlerock. In essence, since both schools had already begun several reform measures that were aligned with the strategies of the Transformation Model – and had evidence of progress in the structures, culture and student achievement – the district office and board of trustees decided to go with the Transformation Intervention Model.

The implementation of the school reform strategies began in 2008 with the DAIT process. The district office began a district-wide effort, starting with a thorough needs assessment and development of a new LEA Plan to establish priority areas to improving student achievement. The five priority areas are: AVID, math support, literacy and ELA support, English learners, and Special Education students. The district office required each school to conduct a thorough analysis of their school-wide areas of strength and school-wide critical areas for follow-up. With this analysis and the district-wide priority areas as a guide, each school then developed a Single Plan for Student Achievement (SPSA) with analysis of current education practice, summary of school-wide data, school goals, timeline and estimated costs.

Over the past three years, AVUHSD has worked closely with the leadership at both Eastside and Littlerock to transform the schools into high-performing schools. The district office and school cabinets have taken great care to set up the structures necessary to ensure Eastside and Littlerock have effective teachers and school leaders, implement comprehensive reform strategies, increase learning time and create a community-oriented school, and have operational flexibility and support from the district to improve student achievement. Many of the structures – including an evaluation system for principals – are already in place. AVUHSD needs additional funding to support the full implementation and use of the new structures at Eastside and Littlerock, as well as funding to implement other required strategies.

The decision-making process and the specific findings of the needs assessment that support Antelope Valley Union High School District's rationale for selecting the Transformation Intervention Model for each school are described in the following pages.

Decision-Making Process

The district office administered the decision making process. The superintendent, other members of the district cabinet, and the principals of both schools attended the SIG trainings hosted by Los Angeles County Office of Education. As described in Section 1, the district office solicited input from staff through faculty meetings, the unions through meetings, and the community through public meetings. Finally, the district office presented the findings and recommendations to the board of trustees, who made the final decision.

Table 2.1 outlines the roles – advisory or decision-making – that each stakeholder played in the selection process for Eastside and Littlerock.

Table 2.1: Role of Stakeholders

Stakeholder	Role (Advisory or Decision-Making)
AVUHSD Board of Trustees	Decision-Making
District Superintendent Dr. David Vierra	Decision-Making and Advisory
District Cabinet (including the Deputy Superintendent Jeff Foster, Assistant Superintendent of Educational Services Dr. Michael Vierra, and Assistant Superintendent of Personnel Services Mark Bryant)	Advisory
District-School Leadership Team which includes Brett Neal Director of School Improvement, Joe Kelly Principal Eastside High School, Greg Nehen Principal Littlerock High School, Ken Scott Director Categorical and Special Programs, Anthony Martinez Director Student Services and Interventions, Jodie Radford Coordinator of Curriculum, Matthew Winheim Coordinator of Curriculum, Terry Jones Coordinator Professional Development and Tina Kaveney AVID Coordinator	Advisory
Principal Greg Nehen (Littlerock)	Advisory
Principal Joe Kelly (Eastside)	Advisory
School-site Leadership Teams at Eastside and Littlerock	Advisory
School Site Councils (which each include principal, classroom teachers, other school staff, parent or community members, and students) at Eastside and Littlerock	Advisory
Instructional Coaches	Advisory
Teacher Leaders	Advisory
Parent Advisory Councils	Advisory
Site Union Representatives	Advisory
UCLA School Management Program	Advisory

Rationale for Selecting the Transformation Intervention Model for Eastside
In the following paragraphs, the characteristics of Eastside High School that led to the decision to select the Transformation Model are described.
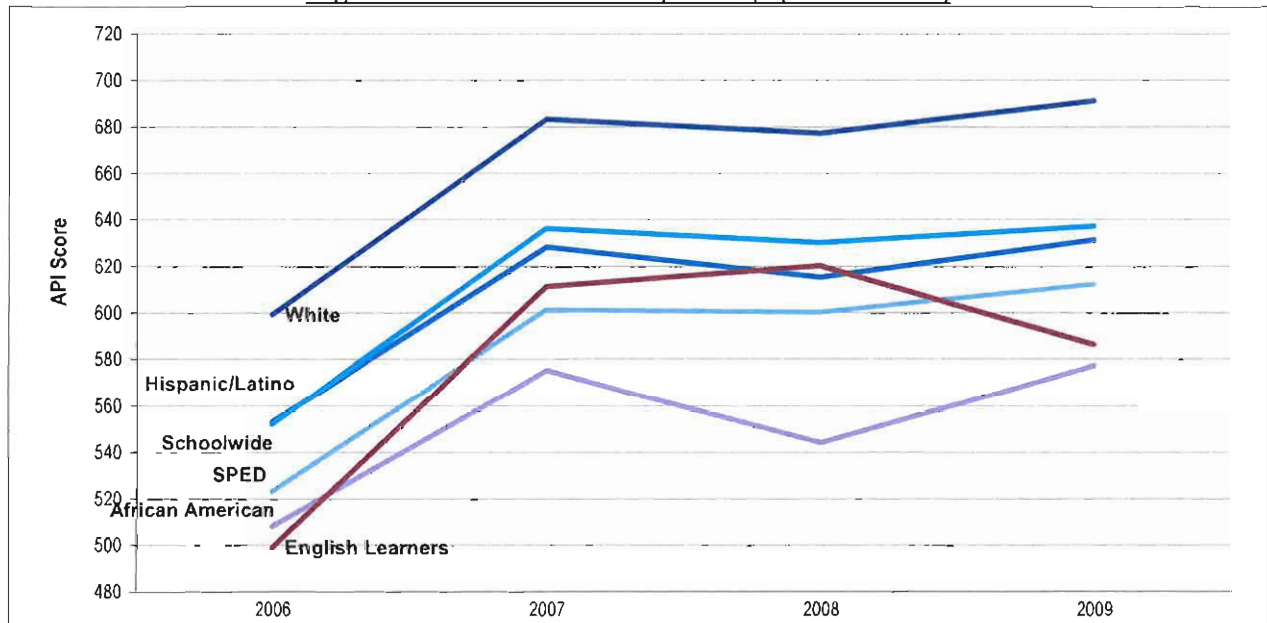
School Performance
While school-wide performance in ELA and math is low, there are clearly identifiable subgroups of low achieving students. ELs, SPED, and minority students (African American and Hispanic) are performing lower on API and AYP indexes and have lower grade-point averages. As shown in the Table 2.2 and Figure 2.1 below, the API for white students in 2009 was 114 points higher than the API for African American students, 105 points higher than the API for English learners and 54 higher than the API for Hispanic/Latino students.

Table 2.2: Academic Performance Index (API) by Group (2006-2009)

	2006		2007		2008		2009	
Group	**Score**	**Change**	**Score**	**Change**	**Score**	**Change**	**Score**	**Change**
Schoolwide	553		628	75	615	-13	631	16
African American	508		575	67	544	-31	577	33
Hispanic/Latino	552		636	84	630	-6	637	7
White	599		683	84	677	-6	691	14
English learners	499		611	112	620	9	586	-34
SPED	523		601	78	600	-1	612	12

Figure 2.1: API Growth by Group (2006-2009)

The performance gap between student subgroups is also evident in the AYP in English Language Arts and mathematics. As shown in Table 1.3, in 2009, only 27% of ELs, 33% of SPED and 32% of African American students are proficient or better in ELA, while more than half of white students are proficient or better in ELA.

Table 2.3: Adequate Yearly Progress (AYP) in ELA by Group (% at or above Proficient)

|	2006		2007		2008		2009	
Group	Score	Change	Score	Change	Score	Change	Score	Change
Schoolwide	37.5%		36.8%	+	40%	+	38.4%	-
African American	29.2%		27.4%	-	21.8%	-	32.6%	+
Hispanic/Latino	35.3%		34.7%	-	44.8%	+	35.2%	-
White	51.2%		56.2%	-	52%	-	57.4%	+
English learners	23.3%		25.5%	+	38.1%	+	27.6%	-
SPED	32.3%		30.5%	-	36.5%	-	33.7%	-

Figure 2.2: AYP in ELA by Group (2006-2009)
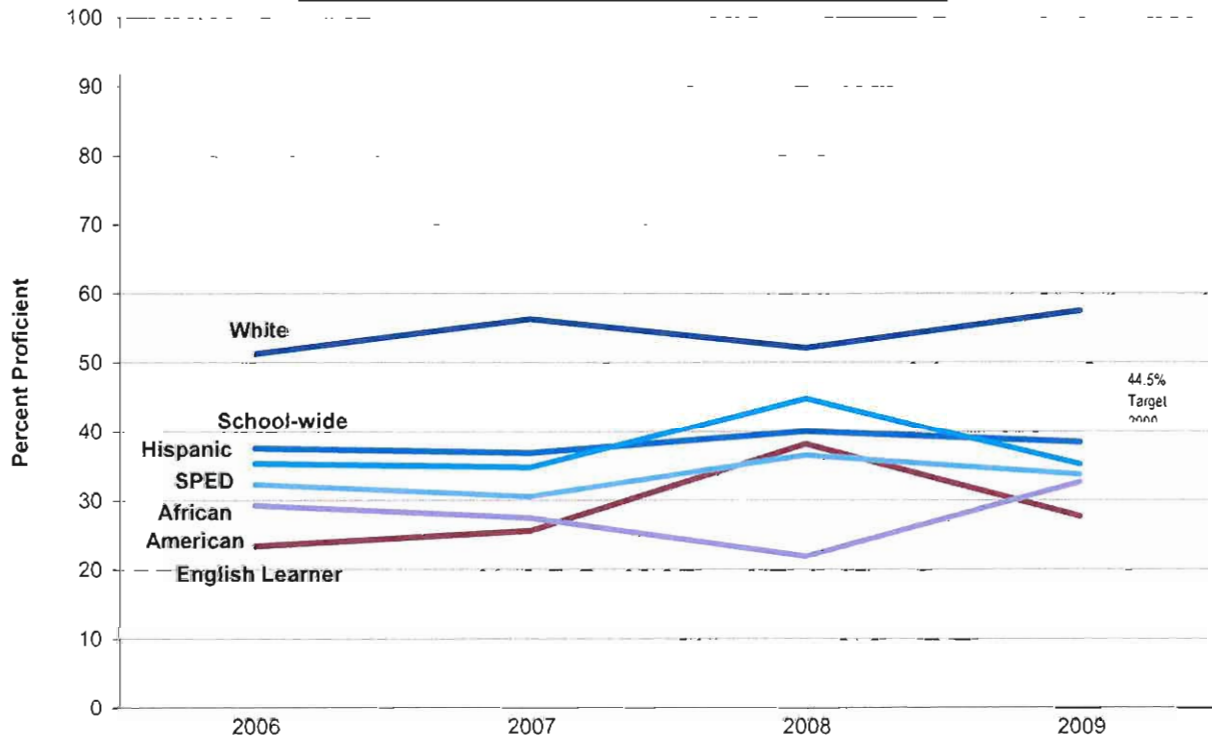
Eastside students, especially African American, EL and SPED students are experiencing the lowest achievement in math. However, as seen in Table 2.4 and Figure 2.3, recent efforts to improve student achievement has helped to increase the proficiency level of student subgroups over the past few years.

Table 2.4: AYP in Math by Group (% At or above Proficient) (2006-2009)

	2006		2007		2008		2009	
Group	Score	Change	Score	Change	Score	Change	Score	Change
Schoolwide	6.1%		31.1%	+	33.5%	+	32.7%	-
African American	1.7%		21.2%	+	15.4%	-	20.2%	+
Hispanic/Latino	5%		30.8%	+	38.4%	+	35.4%	-
White	11.8%		46.2%	+	45.6%	+	46.4%	+
English learners	1.7%		27.8%	+	34%	+	34.1%	+
SPED	5.1%		26.1%	+	30.7%	+	30.3%	-

Figure 2.3: AYP in Math by Group (2006-2009)
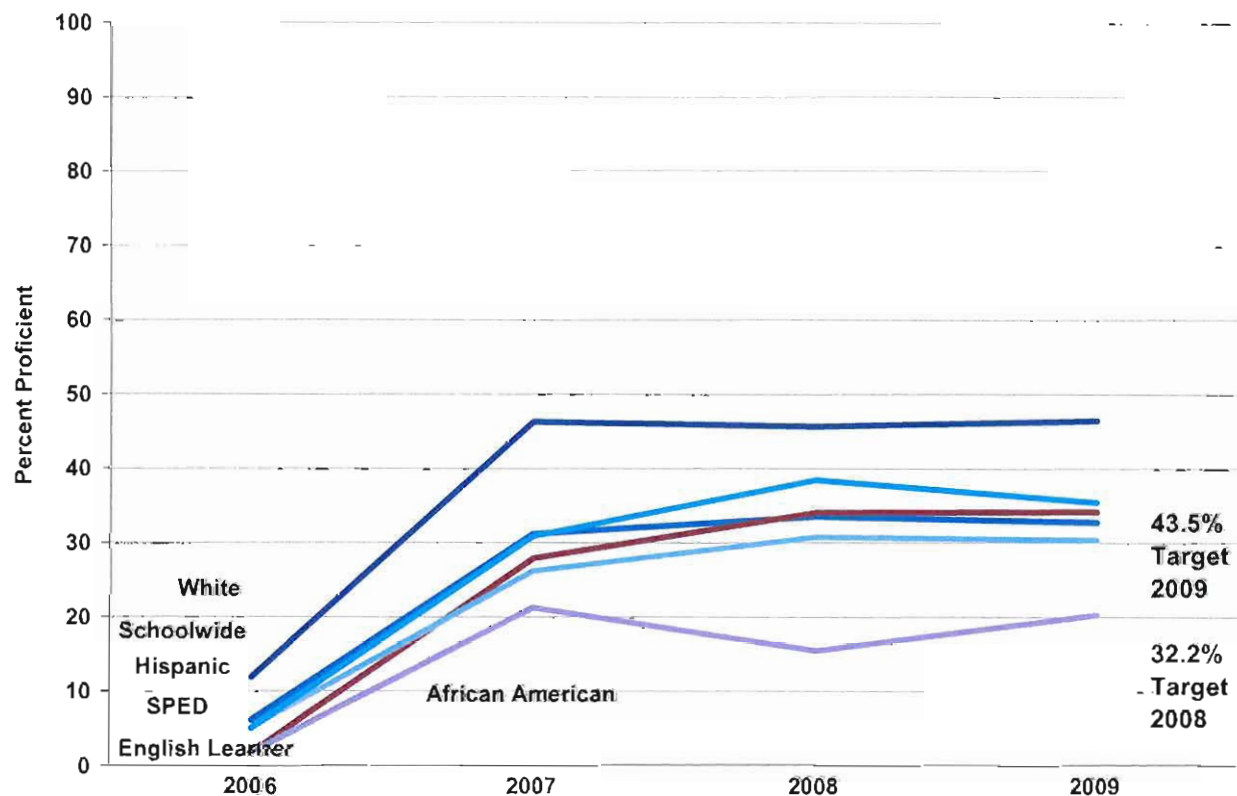
The gap in performance between student subgroups is also evident when reviewing grade-point averages, especially for long-term EL students. The second semester grades for 2009 revealed that only 7% EL 12th graders received 3.0 or higher and 28% received lower than a 2.0 grade point average.

Eastside is not the only school in Antelope Valley to experience these trends in student performance. In 2008-09, the district office recognized these trends across all schools in the district, and instituted a district-wide plan to address the pockets of low student performance: math, literacy, English learners, and Special Education students. In 2009-2010, Eastside created a Single Plan for Student Achievement (SPSA) to address the challenge of low-performing student subgroups at its school.

Eastside's 2000-10 SPSA contained actions and strategies to raise the academic performance of students and improve the school's educational program. Using student achievement data, needs assessment surveys and input from other relevant stakeholders (e.g., instructional coaches, teacher leaders, and parents), the principal and the School Site Council members worked together to develop the plan. Once developed, the SPSA was presented to the school board for approval.

School Capacity
Leadership
Eastside is led by a strong leader and manager, Joe Kelly, who was appointed to principal in July 2009. Prior to Mr. Kelly, Eastside had high principal turnover and the school suffered from a lack of leadership stability. With the hiring of Mr. Kelly, there has been a positive improvement in the school culture. Upon taking office, Mr. Kelly built relationships with the teacher leaders and instructional coaches and focused the staff on a unifying vision of building a collaborative community at Eastside High focused on "ensuring student learning by inspiring students to dream, to set ambitious goals, and to believe in their future." The entire school is united in their commitment to rigor, relevance and relationships.

To help set the school on the right course, Mr. Kelly brought the five priority areas identified by the district office as district-wide focus areas to Eastside and, together with the School Site Council and teachers, identified school-wide areas of strength, critical areas for follow-up, and strategies to build upon successes. Now, the master schedule, instructional minutes, schedule and faculty support the vision that all students will be prepared for college/university. With SIG funding, the district office will continue to provide the principal and vice-principal with structures, training and support in leadership and management to expand on the progress to date.

In 2009, the District created and implemented a new evaluation system for principals for the 2009-2010 school year. The evaluation system takes into account data on overall student growth and growth for subgroups, as well as other indicators of an effective teaching and learning environment such as school climate, communication, parent involvement and facilities. Eastside principal's evaluation in school-year 2009-10 used this system. The Cabinet met with the principal monthly and quarterly to review his progress against goals and make adjustments as necessary. Based on the ongoing evaluation, the District was able to make mid-course adjustments in funding and programs and support (e.g., professional development, instructional coaches) to ensure the principal met his annual goals.

Use of California's Standards-Aligned Instructional Materials and Targeted Interventions
Over the past few years, AVUHSD has taken great care to ensure all schools in the
district have the required texts and materials, and appropriate lesson pacing guides. As
described in Section 1, Eastside uses the appropriate textbooks and supplemental
materials for ELA and math instruction. The school has access to pacing guides that
were designed by the district and are aligned with California's adopted academic
content standards. Also, all core teachers meet to review the benchmarks and modify
instruction accordingly.

Although the structures for effective instruction are in place, AVUHSD and Eastside
must ensure fidelity to the program. As discovered in the needs assessment, there is
not 100% fidelity to the lesson pacing guides or program, and it is unclear whether
fidelity actually increases performance. With grant funding, Eastside will implement
strategies to ensure fidelity to the instructional program and track student achievement
results from program fidelity, to modify the pacing guides to include time for re-teaching
to ensure all students meet the benchmarks, and to determine whether the
modifications improved instruction and student achievement. Strategies include
increasing time and support for collaboration and follow-up, building in pre- and re-
teaching time to the pacing guides, providing additional professional development on
using data and a continuous cycle of inquiry and improvement, developing processes to
ensure accountability, and developing a "library" of effective teaching strategies for each
standard/benchmark.

Curriculum Pacing and Appropriate Use of Instructional Time
The needs assessment found that the school's master schedule includes a 55-minute
period and allocates sufficient additional time and periods to support all students
including those identified as strategic students (e.g., ELs, SWDs, and students with
learning difficulties). However, the 55-minute period may not be enough time for all
students to gain understanding of the material. In addition, some teachers do not use
the entire class time for instruction. Also, while most teachers provide strategic students
with additional targeted differentiated instruction using the core program, ancillary
materials in their English nine and ten classrooms, some teachers do not.

With grant funding, Eastside will implement strategies to increase learning time,
including a strategy to integrate a 7th period. Using student benchmark data (e.g., 3-
week assessments), Eastside will target students who need supplemental instruction
and may provide a 7th period option. The 7th period could also be used to provide
opportunities for new and/or struggling teachers to improve their instruction on certain
standards.

Faculty Professional Development Activities, Collaboration and Instructional Support
There is evidence of instructional staff capacity at Eastside. Currently, six counselors,
91 teachers, eight campus supervisors as well as a liaison Los Angeles County deputy
sheriff and 72 support staff serve the student body at Eastside High School.

As stated in Section 1, most of the classrooms have highly qualified teachers appropriately credentialed for their assignment. Also, most teachers have received the 80-hour follow-up structured practicum in the SBE-adopted ELA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. With grant funding, Eastside plans to ensure all teachers are appropriately credentialed for their assignment and have access to advanced coursework.

Although Eastside has not yet created an evaluation system for teachers, plans are in place to begin to create a system modeled after the principal evaluation. With grant funding, Eastside plans to create a clear and universally agreed-upon evaluation system for educators based on student growth and other indicators of student performance. The evaluation system will be designed using an inclusive and collaborative process that ensures teacher and principal input.

The district and school offer numerous opportunities for general and targeted professional development. 100% of teachers received some form of Professional Development in 2009-2010. The total number of professional development hours delivered in 2009-2010 was:
- District Wide: 6 hours per teacher @ 90 teachers = 540 hours
- Faculty wide: 12 hours per teacher @ 90 teachers = 1,080 hours
- Department Wide: 5 hours per teacher @ 90 teachers = 450 hours
- Hourly: 4 hours per teacher @ 90 teachers = 360 hours
- (Estimated total hours of PD delivered =2,430 hours distributed amongst approximately 90 teachers).

General courses offered included: Higher Order Thinking Skills, Cornell / Interactive Note Taking, SDAIE Strategies, Implementing Routines, Classroom Walk Throughs, Lesson Study, Benchmark Data Analysis, AVID Methodologies, Pictorial Math, Intervention Strategies.

Although the structures are in place for improving teaching through professional development, Eastside needs to take the next step to ensure that what teachers learn through professional development is implemented in the classroom. The low student achievement scores indicate that, although the teachers receive professional development, some may not implement the lessons learned.

Therefore, with grant funding, Eastside will hold teachers accountable for training through increased collaborative professional development opportunities that rely on evidence derived from implementation of strategies, increased emphasis on school-wide and subject-matter specific classroom walk-throughs, and increased participation of student and family input in assessments. Eastside will also provide more time for professional development (e.g., requiring teachers to attend training on flex days), provide additional support (e.g., hiring additional instructional coaches or training additional teacher leaders) to ensure the teachers can and do implement new learning in the classroom, and create more opportunities for collaboration. Additionally, Eastside

will ensure that there are practical professional development opportunities for each subject-matter area and to address EL and SPED needs. Finally, Eastside will institute an explicit, well-defined system understood and used by all for measuring changes in instructional practices (e.g., through student benchmark data and Lesson Study) resulting from professional development.

Although Eastside has highly qualified teachers, it (and the district office) has not implemented any strategies to recruit, place, and retain highly qualified staff. Overall, hiring highly qualified teachers to match the diverse population of Lancaster is challenging. Eastside does not have a process in place to identify and reward school leaders, teachers and other staff in conjunction with the new evaluation system for teachers. Therefore, Eastside will also develop a clear and universally agreed upon process to reward effective teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not improved student achievement. The rewards and process will be designed using an inclusive and collaborative process that ensures teacher and principal input. With funding, Eastside will also develop criteria for new teachers to ensure the school meets it annual goals and hires only those teachers that meet the established criteria.

Capacity to Develop, Access, and Analyze Student Performance Data
Like it did with the instructional program, AVUHSD has ensured each school has access to data systems and professional development to use data to improve instruction. Eastside also has a robust data system and some teachers and instructional coaches have successfully used the system to track and improve student achievement. However, more training is needed to ensure teachers can access and actually use data to improve instruction.

With grant funding, Eastside will implement strategies to overcome barriers to greater use of the data system. Possible strategies include: formalizing a process for using data and providing additional professional development and support for teachers to access data and use it to improve instruction. Eastside will also provide targeted support to students, who with additional help, could be in the advanced courses. With grant funding, Eastside will also implement strategies to ensure students are placed in the appropriate algebra course. Strategies may include developing a faster and more accurate placement test and increasing the placement period beyond 15 days.

District Capacity
Eastside has a strong and supportive relationship with the district office. Eastside has received technical assistance from both the District Office and an outside provider. Moreover, the district office is fully committed to support the SIG efforts and help Eastside received the resources it needs to improve student achievement. With grant funding, the district will continue to provide the ongoing, intensive technical assistance and related support that Eastside needs to meet is annual student achievement goals. This technical assistance includes supporting Eastside in the creation of evaluation systems for teachers, explore incentive systems to recruit and retain highly qualified

principals and teachers for low performing schools, and ensuring new administrators and those serving low performing schools are well supported

Although the district office has not done so yet for Eastside, it has provided operational flexibility to other schools within the district and has the capacity to do so at Eastside. With grant funding, the district may provide flexibility around staffing and budgeting. Also, funding may be used to re-negotiate staffing contracts and redesign the 9th grade Health course to allow for additional differentiated instruction and support.

Community Capacity

Eastside has a strong community commitment. Eastside corresponds to parents and family members via e-mail, telephone, progress and quarterly reports, allowing parents and staff to establish and maintain a relationship and communication regarding academic progress. The school website, student server and teacher websites keep parents informed about academic progress, assignments and syllabi. Parent-teacher conferences and IEP meetings are scheduled as requested or as needed. Principal newsletters are mailed to parents throughout the year. In addition, fliers are sent home for special events and services such as workshops and tutoring schedules. Eastside also hosts a monthly PAC meeting and parent counseling courses, and has partnered with community organizations such as the High Desert Alliance of Black Schools.

With grant funding, Eastside will continue to build mechanisms for family and community engagement including growing the AVID parent connection, creating formal calendars for parent activities, offering additional courses, and creating additional opportunities for parent involvement.

Rationale for Not Selecting the Other Intervention Models for Eastside

The Turnaround, Restart and Closure Intervention models were not selected for Eastside for several reasons. The primary reason for not selecting the other Intervention models was that Eastside has responded positively to the reform efforts of the past year and has seen growth in student achievement. Also, since Eastside has a high percentage of highly qualified, motivated and effective teachers and staff, the Turnaround Intervention Model – which required rehiring up to 50% of staff – was not an appropriate option. Since Eastside has a strong leader, strong community commitment, highly qualified staff, access to external professional development providers, and recently renovated it facilities (2008) into state-of-the-art buildings, the Closure Intervention Model was not a good fit. Finally, the Restart Intervention Model was not a good fit since AVUHSD has limited experience with establishing charter schools in its district.

Rationale for Selecting the Transformation Intervention Model Littlerock High School

In the following paragraphs, the characteristics of Littlerock High School that lead to the decision to select the Transformation Intervention Model are described.

School Performance

Similar to Eastside, Littlerock has specific subgroups of students that are experiencing lower performance than others, making the school perfect for the Transformation Intervention Model. There are large differences in the student achievement scores for different student subgroups. As shown in the Table 2.5 and Figure 2.4 below, the API for white students in 2009 was 67 points higher than the API for African American students, 103 points higher than the API for English learners and 79 points higher than the API for SPED students.

Table 2.5: Academic Performance Index (API) by Group (2006-2009)

	2006		2007		2008		2009	
Group	Score	Change	Score	Change	Score	Change	Score	Change
Schoolwide	643	+12	633	-10	646	+13	648	+2
African American	609	+43	578	-31	584	+6	627	+43
Hispanic/Latino	616	0	605	-11	631	+26	631	0
White	712	+28	705	-7	701	-4	694	-7
English learners	NA	NA	584	NA	607	+23	591	-16
SPED	614	+3	610	-4	624	+14	615	-9

Figure 2.4: API Growth by Group (2006-2009)
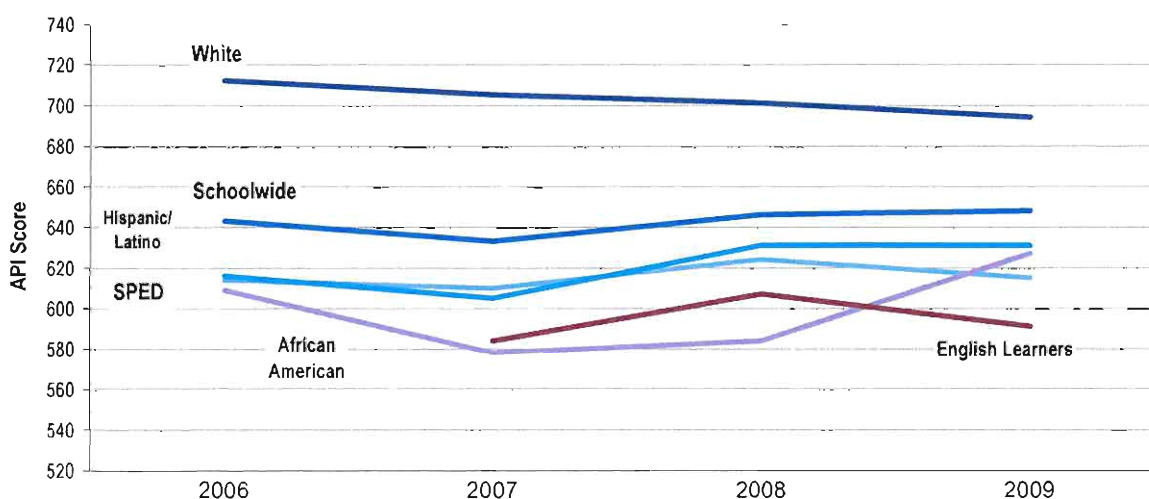
As seen in Table 2.6 and Figure 2.5, the SPED students at Littlerock are experiencing the lowest achievement in ELA, with only 13% testing at proficient or better in ELA. However, all groups have experienced growth, with English Learners increasing the most.

Table 2.6: Adequate Yearly Progress (AYP) in ELA by Group (% At or above Proficient)

|	2006		2007		2008		2009	
Group	Score	Change	Score	Change	Score	Change	Score	Change
Schoolwide	35%	-	31.7%	-	41.1%	+	38.3%	-
African American	21.3%	+	28.6%	+	43.6%	+	41.3%	-
Hispanic/Latino	27.9%	-	24.5%	-	34.8%	+	31.3%	-
White	55%	-	47.9%	+	54.5%	+	51.8%	-
English learners	20.1%	-	20.5%	+	24.7%	+	43.2%	+
SPED	24.8%	-	24.3%	-	35.3%	+	13.5%	-

Figure 2.5: AYP in ELA by Group
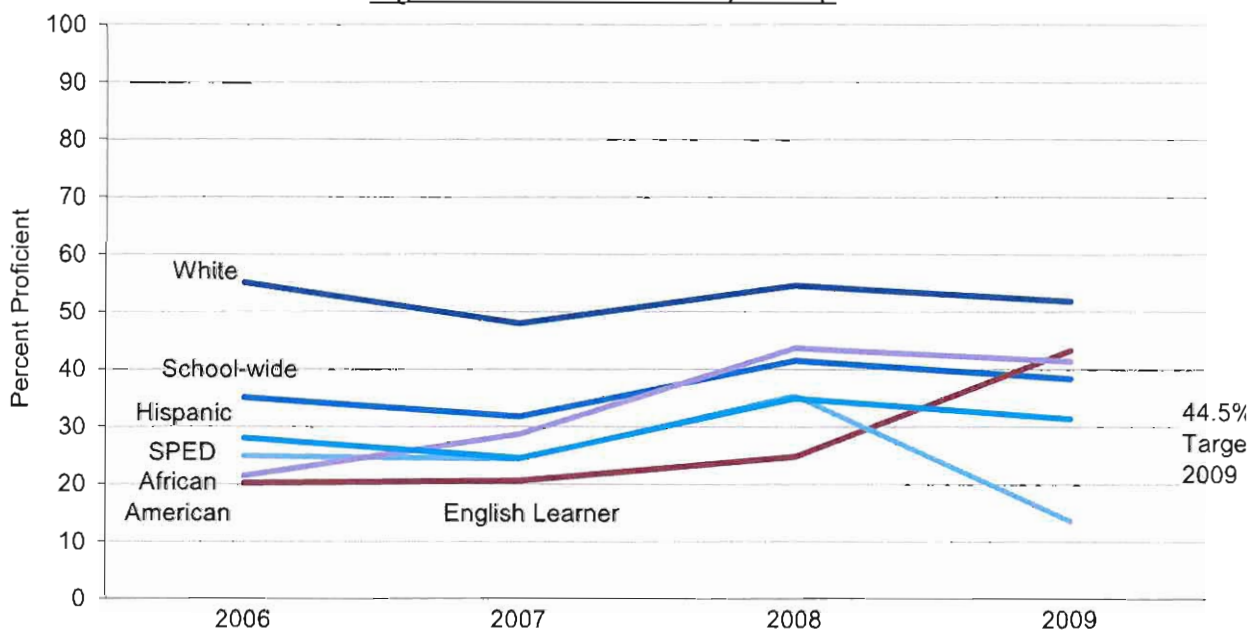
For the most part, the percentage of students, especially EL and SPED students, who are proficient in math, has been increasing. However, as seen in Table 2.7 and Figure 2.6 below, African American student are still struggling to gain proficiency. Again, with recent reform measures, the English Learners have experienced growth.

Table 2.7: AYP in Math by Group (% At or above Proficient) (2006-2009)

	2006		2007		2008		2009	
Group	Score	Change	Score	Change	Score	Change	Score	Change
Schoolwide	27%	-	35.7%	+	36.2%	+	38.7%	+
African American	21.3%	+	35.7%	+	28.2%	-	26.7%	-
Hispanic/Latino	19.3%	-	28.3%	+	31.6%	+	36.9%	+
White	44.4%	-	52.1%	+	48%	-	44.5%	-
English learners	12.4%	-	24.9%	+	25.2%	+	45.9%	+
SPED	22%	-	31.9%	+	33.2%	+	47.4%	+

Figure 2.6: AYP in Math by Group (2006-2009)
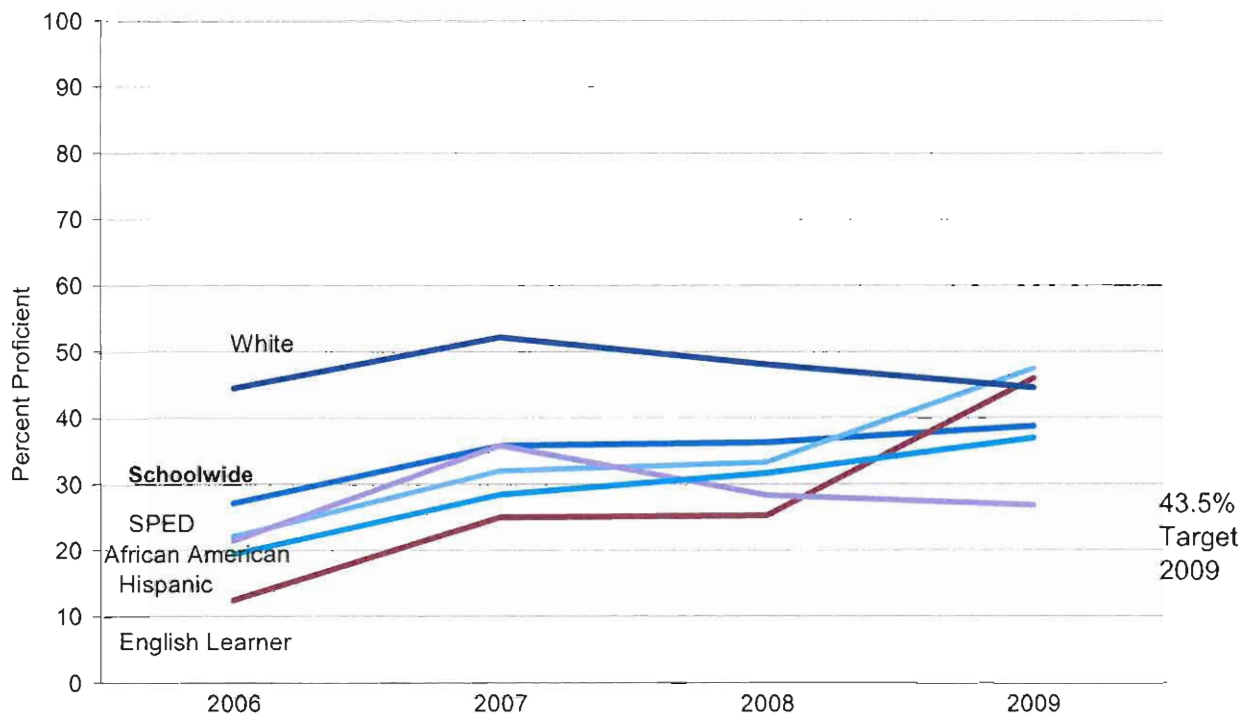
Similar to the long-term EL students at Eastside, Littlerock's long-term EL students are among the lowest performing student subgroups when reviewing grade-point averages. The second semester grades for 2009 revealed that only 19% EL 12th graders received 3.0 or higher and 25% received lower than a 2.0 grade point average.

In 2009, Littlerock created a SPSA after a rigorous analysis of the school-wide areas of strength, critical areas for follow-up, and strategies to build upon successes. Although the 2010 AYP and API have not yet been published, Littlerock has seen improvement in the following some areas.

- API Growth 5 of last 6 years
- AYP growth 4 of 5 years
- CAHSEE Pass Rate increase for each of the last 4 years (8% in ELA and 11% in Math)
- In 2009 African American sub group grew 43 points on the API

School Capacity
Leadership
Recognizing that the former principal was not the right fit for the underperforming Title 1 School, the district office replaced him in January 2009 with Greg Nehen. Mr. Nehen had been the Assistant Principal at an underperforming school with a high EL population. In that role, Mr. Nehen was a strong leader and manager, successful in building strong connections with the staff, leading the design of the curriculum, and using data to drive his decision-making.

Since becoming principal at Littlerock, Mr. Nehen has successfully united staff around the school vision of ensuring students "leave after four years prepared to pursue a technical career or continuing education pursuing the career of their choice." Working closely with staff, he has refined and brought focus to the instruction and used data to identify and direct resources towards what is working at the school to improve student achievement.

With grant funding, the district office will continue to provide Mr. Nehen and vice-principals with training and support in leadership and management.

Use of California's Standards-Aligned Instructional Materials and Targeted Interventions
As it has done with all schools within the district, the district cabinet has made a concerned effort to ensure Littlerock has the required texts and materials and appropriate lesson pacing guide. The needs assessment for Littlerock showed that Littlerock uses the appropriate textbooks and supplemental materials for ELA and math instruction. The school has access to pacing guides that were designed by the district and are aligned with California's adopted academic content standards. Also, most teachers meet to review the benchmarks and modify the pacing guides accordingly.

However, some teachers do not use these materials and texts optimally. The same is true for core and additional ancillary materials designed for universal access/differentiated instruction. Therefore, with grant funding, Littlerock will implement strategies to ensure fidelity to the instructional program and track student achievement results from program fidelity, to continue to modify the pacing guides to include time for re-teaching to ensure all students meet the benchmarks, and to determine whether the modifications improved instruction and student achievement. Strategies include increasing time and support for collaboration and follow-up, providing additional

professional development on using data and a continuous cycle of inquiry and improvement, developing processes to ensure accountability, and developing a "library" of effective teaching strategies for each standard/benchmark.

Curriculum Pacing and Appropriate Use of Instructional Time
Although Littlerock's master schedule allocates for the appropriate daily instructional time and sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties, some teachers do not provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms. Therefore, Littlerock needs to provide additional support to ensure adherence to the structures. With grant funding, Littlerock will implement strategies to ensure fidelity to the instructional program and track student achievement results from program fidelity, to continue to modify the pacing guides to include time for re-teaching to ensure all students meet the benchmarks, and to determine whether the modifications improved instruction and student achievement. Strategies include increasing time and support for collaboration and follow-up, providing additional professional development on using data and a continuous cycle of inquiry and improvement, developing processes to ensure accountability, and developing a "library" of effective teaching strategies for each standard/benchmark.

Littlerock has recently implemented strategies to improve the use of time during the school day. For example, Littlerock has successfully increased tutoring time and supplemental instruction during the school day. With grant funding, Littlerock will address barriers to increasing learning time. These barriers include lack of busing for summer school and a limited number of late bus routes. Possible strategies include providing opportunities for online learning, re-negotiating the busing routes/times, utilizing 0 period, and surveying students for ideas.

Faculty Professional Development Activities, Collaboration and Instructional Support
There are pockets of strong instructional staff capacity and structures in place to continue to develop teacher effectiveness. The faculty and staff at Littlerock strive to promote a positive learning environment, while providing rigorous curriculum that will prepare students for any opportunity to pursue a post secondary education opportunity. The majority of teachers are highly qualified.

Additionally, the Guidance Department is staffed with four counselors who work with a class from the freshmen year and follow them to graduation. This allows students to become familiar with their counselors, but, more importantly, the counselors develop a relationship with their students and can modify an education program that best suits the students' goals and educational needs. They encourage all students to complete an A-G program and qualify for college admission.

Although Littlerock has an evaluation system for principals, it does not yet have a system for teachers. Therefore, with grant funding, Littlerock will create a clear and universally agreed upon evaluation system for educators based on student growth and

other indicators of student performance. The evaluation system will be designed using an inclusive and collaborative process that ensures teacher and principal input. In conjunction with the new evaluation system for teachers, Littlerock will also develop a clear and universally agreed-upon process to reward effective teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not improved student achievement. The rewards and process will be also designed using an inclusive and collaborative process that ensures teacher and principal input. The evaluation and rewards system will help Littlerock ensure it has highly qualified teachers with the capacity to improve student achievement for ELs and SPEDs.

The needs assessment demonstrated how Littlerock has structures in place to provide high quality professional development for its educators. Most teachers have received the 80-hour follow-up structured practicum in the SBE-adopted ELA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The District offers staff development opportunities for English, Math, Science, Social Science and AVID teachers and staff development focuses on a Professional Learning Community model.

However, there is room to improve. Teachers have identified doing focused work on how to get improved results from the SBE-adopted ELA and math program and/or intensive intervention program. And, like Eastside, administrators have identified a gap between what teachers learn through professional development and what is implemented in the classroom. Therefore, with grant funding, Littlerock will hold teachers accountable for training through increased collaborative PD opportunities that rely on evidence derived from implementation of strategies, increased emphasis on school-wide and subject-matter specific classroom walk-throughs, and increased participation of family and student input in assessments. Littlerock will also provide additional support (e.g., hiring additional instructional coaches or training additional teacher leaders) to ensure the teachers can and do implement new learning in the classroom, and create more opportunities for collaboration. Littlerock will also institute an explicit, well-defined system understood and used by all for measuring changes in instructional practices (e.g., through student benchmark data and classroom walk-throughs) resulting from professional development.

Finally, with the hiring of Mr. Nehen, there has been an increase in new hires and fewer staff turnovers. The new principal has helped to create a positive school culture where teachers and other staff feel a sense of community and progress. Overall, though, hiring and maintaining a cohesive, highly qualified teaching staff continues to be a challenge that restricts consistent growth. The Antelope Valley and the Community of Littlerock and surrounding areas have a large commuter population as well as a geographically broad attendance boundary. The student population is ever-changing. Consistent hiring of highly qualified teachers to match a diverse population is a challenge. With funding, Littlerock will implement strategies to overcome the barriers to recruiting highly qualified teachers. These strategies may include gas vouchers to make it more affordable for

teachers to commute to Littlerock and highlighting the supportive school community, long-term plan for improvement, and successes to date.

Capacity to Develop, Access, and Analyze Student Performance Data
The needs assessment found that Littlerock has a strong data system, and that most teachers use data to support instruction. Additional funding will be needed to ensure all teachers understand how to access data and properly use it to improve instruction.

The needs assessment also found that Littlerock has a strong placement program for ELA, but struggles to appropriately place students in math courses. With grant funding, Littlerock will implement strategies to ensure students are placed in the appropriate algebra course. Strategies may include developing a faster and more accurate placement test and forming stronger relationships with the feeder schools. Littlerock will also implement strategies to target and support students, who, with additional help, could be in the advanced courses. Strategies may include requiring more collaboration and coordination among AP courses, ensuring coordination among AP and the AVID program, and hiring additional instructional couches/counselors/training additional teacher leaders to target, follow and support students.

District Capacity
Littlerock has a strong and supportive relationship with the district office. Littlerock has received technical assistance from both the District Office and an outside provider. Moreover, the district office is fully committed to support the SIG efforts and help Littlerock receive the resources it needs to improve student achievement. As described above, AVUHSD has provided operational flexibility to other schools in the district and has the capacity to do so at Littlerock. With grant funding, the district will continue to provide the ongoing, intensive technical assistance and related support that Littlerock needs to meet its annual student achievement goals.

Community Capacity
Littlerock has a strong community commitment. Littlerock hosts some programs and events on campus including ESL courses and SAT/ACT prep, which draw members of the community. However, the school has struggled to reach families. More could be done to improve the community connection. The school was initially founded to serve as a community center and did so for many years. With grant funding, Littlerock will re-establish itself as the community center for the town of Littlerock. Strategies may include creating a parent resource center with a computer lab, adding a health clinic, and opening the sports facilities to club teams in the evenings and weekends.

Rationale for Not Selecting the Other Intervention Models for Littlerock
The Turnaround, Restart and Closure Intervention models were not selected for Littlerock for several reasons, many of which are the same as those for Eastside. Like Eastside, the primary reason for not selecting the other Intervention models was that Littlerock has responded positively to the reform efforts of the past year and has seen growth in student achievement. Additionally, Littlerock has a high percentage of highly qualified, motivated and effective teachers and staff and, therefore, neither the

Turnaround Intervention Model – which required rehiring up to 50% of staff – nor the restart model was appropriate. The Closure Intervention model was not a good fit since Littlerock has recently hired a strong leader, has a highly qualified staff that is committed to improving student achievement, and has access to external professional development providers. Finally, the Restart Intervention Model was not a good fit since AVUHSD has limited experience with establishing charter schools in its district.

III. DEMONSTRATION OF CAPACITY TO IMPLEMENT SELECTED INTERVENTION MODELS

In the tables below, the Transformation Intervention Model strategies, action steps, and necessary resources – including collaborative partners, external providers, and district support – are outlined for Eastside High School and Littlerock High School. The tables identify the resources and support that will ensure that each strategy is fully and effectively implemented and demonstrate AVUHSD capacity to implement the Transformation Intervention Model at both schools.

Eastside Resource Needs

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
1. Developing and increasing teacher and school leader (and other staff) effectiveness.		
A) Replace the principal who led the school prior to commencement of the transformation model	The principal has been replaced. The district office will continue to provide the principal and vice-principal with training and support in leadership and management.	- Professional development provider (UCLA/SMP) - Evaluation process based on student outcomes - Principal/site visitations by cabinet members - Administrative Series professional development
B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals	Eastside will create a clear and universally agreed upon evaluation system for educators based on student growth and other indicators of student performance. The evaluation system will be designed using an inclusive and collaborative process that ensures teacher and principal input	- Professional development around evaluation system - Weekly collaboration hours - Stipends - Site/District visitations - Student data base system
C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates	In conjunction with the new evaluation system for teachers, Eastside will develop a clear and universally agreed upon process to reward effective teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not improved student achievement. The rewards and process will be designed using an inclusive and collaborative process that ensures teacher and principal input.	-Collaboration time for development of reward system -Stipends -Hourly pay for classroom visitations

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
D) Provide instructional staff ongoing, high-quality, job-embedded professional development.	With grant funding, Eastside will hold teachers accountable for training through increased collaborative PD opportunities that rely on evidence derived from implementation of strategies, increased emphasis on school-wide and subject-matter specific classroom walkthroughs, and increased participation of student and family input in assessments. Eastside will also provide more time for professional development (e.g., requiring teachers to attend training on flex days), provide additional support (e.g., hiring additional instructional coaches or training additional teacher leaders) to ensure the teachers can and do implement new learning in the classroom, and create more opportunities for collaboration. Eastside will also ensure that there are practical professional development opportunities for each subject-matter area and to address EL and SPED needs. Finally Eastside will institute an explicit, well-defined system understood and used by all for measuring changes in instructional practices (e.g., through student benchmark data and classroom walkthroughs) resulting from professional development.	– Professional development provider (UCLA SMP) – Stipends – New instructional coaches – New teachers – Others – Hourly collaboration for classroom walk thrus – Full time substitute teacher – Additional administration

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
E) Implement strategies designed to recruit, place, and retain staff	Eastside will develop criteria for new teachers to ensure the schools meets it annual goals and hire only those teachers that meet the established criteria. Eastside will also implement strategies to retain highly qualified teachers.	– Professional development provider (UCLA SMP) – Stipends – New instructional coaches – New teachers – Others – Hourly collaboration for classroom walk thrus – Full time substitute teacher - Additional administration
2. Comprehensive Reform Strategies		
A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards.	Eastside will implement strategies to ensure fidelity to the instructional program and track student achievement results from program fidelity, to continue to modify the pacing guides to include time for re-teaching to ensure all students meet the benchmarks, and to determine whether the modifications improved instruction and student achievement. Strategies include increasing time and support for collaboration and follow-up, building in pre- and re-teaching time to the pacing guides, providing additional professional development on using data and a continuous cycle of inquiry and improvement, developing processes to ensure accountability, and developing a "library" of effective teaching strategies for each standard/benchmark.	– Professional development provider (UCLA SMP) – Stipends – Mechanism to collect best practices and create "library" – Lesson studies – Additional Instructional coaches – Ongoing training on student data system

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Eastside will implement strategies to ensure students are placed in the appropriate algebra course. Strategies may include developing a faster and more accurate placement test and increasing the placement period beyond 15 days. Eastside will also implement strategies to overcome barriers to greater use of the data system. Possible strategies include formalizing a process for using data, providing additional professional development and support for teachers to access data and use it to improve instruction. Eastside target and support students, who with additional help, could be in the advanced courses	– Placement Assessments – Partnerships with feeder schools – Professional development provider (UCLA SMP) – Stipends – New instructional coaches – New teachers
3. Increasing learning time and creating community-oriented schools.		
A) Establish schedules and strategies that provide increased learning	Eastside will implement strategies to increase learning time, including a strategy to integrate a 7th period. Using student benchmark data (e.g., 3-week assessments), Eastside will target students who need supplemental instruction and provide a 7th period option. The 7th period can also provide opportunities for new and/or struggling teachers to improve their instruction on certain standards.	– Extension of school day – After school interventions – On-line/distant learning opportunities – Additional teachers – Lesson studies – Technology for cyber classrooms
B) Provide ongoing mechanisms for family and community engagement	Eastside will continue to build mechanisms for family and community engagement including growing the AVID parent connection, creating formal calendars for parent activities, offering additional courses, and creating additional opportunities for parent involvement.	

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
4. Providing operational flexibility and sustained support.		
A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	The district may provide flexibility around staffing and budgeting. Also, funding may be used to re-negotiate staffing contracts and redesign the 9th grade Health course to allow for additional differentiated instruction and support.	– Professional development – Weekly collaboration – Pilot program for teacher observations, evaluations, and incentives – Lower student/teacher ratio – Collaboration in curriculum re-writing
B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA.	The district will continue to provide the ongoing, intensive technical assistance and related support that Littlerock needs to meet is annual student achievement goals.	– Professional Development provider (UCLA/SMP – District support

Littlerock Resource Needs

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
1. Developing and increasing teacher and school leader (and other staff) effectiveness.		
A) Replace the principal who led the school prior to commencement of the transformation model	The principal has been replaced. The district office will continue to provide the principal and vice-principal with training and support in leadership and management.	- Professional development provider (UCLA/SMP) - Evaluation process based on student outcomes - Principal/site visitations by cabinet members - Administrative Series professional development
B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals	Littlerock will create a clear and universally agreed upon evaluation system for educators based on student growth and other indicators of student performance. The evaluation system will be designed using an inclusive and collaborative process that ensures teacher and principal input.	- Professional development around evaluation system - Weekly collaboration hours - stipends - Site/District visitations - Student data base system
C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates	In conjunction with the new evaluation system for teachers, Littlerock will develop a clear and universally agreed upon process to reward effective teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not improved student achievement. The rewards and process will be designed using an inclusive and collaborative process that ensures teacher and principal input.	-Collaboration time for development of reward system -Stipends -Hourly pay for classroom visitations

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
D) Provide instructional staff ongoing, high-quality, job-embedded professional development.	Littlerock will hold teachers accountable for training through increased collaborative PD opportunities that rely on evidence derived from implementation of strategies, increased emphasis on school-wide and subject-matter specific classroom walkthroughs, and increased participation of student and family input in assessments. Littlerock will also provide additional support (e.g., hiring additional instructional coaches or training additional teacher leaders) to ensure the teachers can and do implement new learning in the classroom, and create more opportunities for collaboration. Littlerock will also institute an explicit, well-defined system understood and used by all for measuring changes in instructional practices (e.g., through student benchmark data and classroom walkthroughs) resulting from professional development.	– Professional development provider (UCLA SMP) – Stipends – New instructional coaches – New teachers – Others – Hourly collaboration for classroom walk thrus – Full time substitute teacher – Additional administration
E) Implement strategies designed to recruit, place, and retain staff	Littlerock will implement strategies to overcome the barriers to recruiting highly qualified teachers. These strategies may include gas vouchers to make it more affordable for teachers to commute to Littlerock and highlighting the supportive school community, long-term plan for improvement, and successes to date.	– Professional development provider (UCLA SMP) – Stipends – New instructional coaches – New teachers – Others – Hourly collaboration for classroom walk thrus – Full time substitute teacher - Additional administration

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
2. Comprehensive Reform Strategies		
A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards.	Littlerock will implement strategies to ensure fidelity to the instructional program and track student achievement results from program fidelity, to continue to modify the pacing guides to include time for re-teaching to ensure all students meet the benchmarks, and to determine whether the modifications improved instruction and student achievement. Strategies include increasing time and support for collaboration and follow-up, providing additional professional development on using data and a continuous cycle of inquiry and improvement, developing processes to ensure accountability, and developing a "library" of effective teaching strategies for each standard/benchmark.	− Professional development provider (UCLA SMP) − Stipends − Mechanism to collect best practices and create "library" − Lesson studies − Additional Instructional coaches − Ongoing training on student data system
B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Littlerock will implement strategies to ensure students are placed in the appropriate algebra course. Strategies may include developing a faster and more accurate placement test and forming stronger relationships with the feeder schools. Littlerock will also implement strategies to target and support students, who with additional help, could be in the advanced courses. Strategies may include requiring more collaboration and coordination among AP courses, ensuring coordination among AP and the AVID program, and hiring additional instructional couches/counselors/training additional teacher leaders to target, follow and support students.	− Placement Assessments − Partnerships with feeder schools − Professional development provider (UCLA SMP) − Stipends − New instructional coaches − New teachers

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
3. Increasing learning time and creating community-oriented schools.		
A) Establish schedules and strategies that provide increased learning	Littlerock will address barriers to increasing learning time. These barriers include lack of busing for summer school and a limited number of late bus routes. Possible strategies include providing opportunities for online learning, re-negotiating the busing routes/times, utilizing 0 period, and surveying students.	– Extension of school day – Transportation for after school interventions – On-line/distant learning opportunities – Technology for cyber classrooms
B) Provide ongoing mechanisms for family and community engagement	Littlerock will re-establish itself as the community center for the town of Littlerock. Strategies may include creating a parent resource center with a computer lab, adding a health clinic, and opening the sports facilities to club teams in the evenings and weekends.	– Community Center
4. Providing operational flexibility and sustained support.		
A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	The district may provide flexibility around staffing and budgeting. Also, funding may be used to re-negotiate staffing contracts.	– Professional development – Weekly collaboration – Pilot program for teacher observations, evaluations, and incentives – Lower student/teacher ratio – Collaboration in curriculum re-writing

Transformation Model Strategy	Actions to Be Taken	Resources and Related Support Needed to Implement Strategy
B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA.	The district will continue to provide the ongoing, intensive technical assistance and related support that Littlerock needs to meet is annual student achievement goals.	– Professional Development provider (UCLA/SMP – District support

IV. RECRUITMENT, SCREENING, AND SELECTION OF EXTERNAL PROVIDERS

AVUHSD has selected the University of California, Los Angeles School Management Program (UCLA SMP) to provide technical assistance in selecting, developing and implementing the transformation model at Eastside and Littlerock high schools.

Process Used to Recruit, Screen and Select UCLA SMP.
UCLA SMP has partnered with AVUHSD since 2005-06, when the district was placed in Program Improvement (PI) status under the federal No Child Left Behind (NCLB) Act. After a rigorous review and interview process, including the use of research professor at the Claremont Graduate School of Education to review program results, the district cabinet and board members selected UCLA SMP from a group of qualified providers. (UCLA SMP underwent a rigorous selection process at the state-level to become a qualitative technical assistance provider for PI schools.

Antelope Valley Union High School District's decision to hire UCLA SMP was based on UCLA SMP's proven track record of helping similar schools and districts raise student achievement and its appreciative and inclusive approach to design and implement professional development and other technical assistance. Most of UCLA SMP's projects are designed to be self-sustaining following their implementation. The project's over-arching outcome is to create a new culture within the school community that becomes self-perpetuating, often growing in strength and importance as the systems and structures become adopted and embedded. As such, the need for long-term funding to sustain the project is greatly reduced or eliminated.

Additionally, AVUHSD valued the way that UCLA SMP tailors its professional development and technical assistance to the individual needs of each school using existing data and data gained from observing and interviewing teachers.

Evidence of UCLA SMP's Effectiveness
UCLA SMP is an initiative of the UCLA Graduate School of Education & Information Studies (GSEIS). The mission of UCLA SMP is to support the transformation of public schools and their districts into sustainable learning communities where all students can achieve at high levels. To meet this mission, UCLA SMP works with teachers, administrators, students and parents in learning communities to improve school management and administration, and enhance teacher effectiveness and student achievement through targeted professional development activities.

Over the past eighteen years, UCLA SMP has gained extensive experience in preK-12 professional development efforts and has worked with over 900 public schools and districts throughout California, the Eastern United States, Hawaii and Puerto Rico. With an office in Los Angeles, UCLA SMP leadership and professional development programs provide customized coaching, consulting, and training for restructuring districts and schools.

UCLA SMP's blend of off-site professional development programs and on-site coaching initiatives falls into one of five general categories:

1. State or Federal Initiatives for High Priority Schools: UCLA SMP supports underperforming schools and districts that have been awarded state or federal grants to improve student achievement.
2. Professional Development Institutes: The core of its programs, UCLA SMP's professional development institutes focus on strategies and processes for improving instruction and school leadership, through common standards for student learning, collaborative planning, and collegial learning.
3. School-Based Programs (including on-site coaching): UCLA SMP contracts with schools to improve all phases of instruction, from leadership in the principal's office to the day-to-day interactions between students and teachers.
4. Leadership Training Initiatives for Transformational Change: For groups of education leaders (e.g., school boards, district offices, and principals), UCLA SMP offers customized leadership and management seminars to improve the quality and efficacy of education leaders' interaction with schools in support of improved student achievement.
5. Subject Matter Professional Development: UCLA SMP provides professional development for school staff on specific subject areas with the dual goals of deepening teachers' understanding of subject matter content and enhancing their instructional techniques.
6. UCLA SMP offers professional development and coaching to teachers to enhance their skills and strategy sets with English Learners, speakers of non-standard speakers of English and Special Education students.

School Leadership Development

UCLA SMP has designed leadership training institutes for local school boards, district central offices, school clusters, and individual schools throughout California. Work with district personnel has focused on the development and implementation of systems to improve the quality and efficacy of their interaction with schools in support of the system-wide goal of improved student achievement. The trainings are customized leadership and management seminars for groups of educational leaders. Each training is designed in conjunction with the client through several preliminary meetings, a series of focus groups, and other needs assessments.

Standards-Based Education

Many members of the UCLA SMP faculty have taught graduate-level courses required for teaching (Multiple Subject, Single Subject, Special Education, BCLAD certification) and administrative credentials, effectively addressing the implementation of standards-based curriculum into classroom practices. Faculty members have also served as site/district coordinators, mentor teachers, and administrators, in which capacities they have evaluated and coached teachers in teaching, successfully, a standards-based curriculum in language arts and Mathematics. UCLA SMP has provided training in writing instruction to over 500 teachers in Los Angeles Unified School District, Local Districts B and J, with particular emphasis on state writing standards for grades K-12, and further training on instructional strategies in writing that are research-proven to be

effective for EL students. In II/USP (Immediate Intervention/Underperforming Schools Program) and HPSGP (High Priority Schools Grant Program) schools, UCLA SMP has consistently provided lesson planning, coaching, and professional development aligned with state standards. Further, UCLA SMP monitored the implementation through Classroom Walk-Throughs protocols to assure standards-based instruction.

UCLA SMP has facilitated several sessions of The Writing Institute, a 3-day workshop focused on comprehensive, standards-based instructional strategies, as well as Mathematics support through the Achievement in Mathematics Program, a program focused on building math leadership capacity at schools in the district, with emphasis on subject-matter professional development for teachers, presentation of best practices, individual coaching, and work with parents. In surveys, teachers described the workshops and programs as a valuable and effective professional development opportunity.

UCLA SMP faculty members provide ongoing support and individualized instructional support at school and district sites. These take the form of site-based professional development classes and institutes for teachers, with a review of proven strategies to increase student achievement in all subjects, particularly those measured by standardized assessments. UCLA SMP faculty members are available to the schools they work with at all times, to answer questions, provide information and materials, and observe and comment on teaching practices for achievement of goals. All teachers and administrators are regularly encouraged to take advantage of this resource, to ensure that instructional methods are conducive to improved student outcomes.

Professional Development
The UCLA SMP faculty has extensive expertise in providing professional development to address identified needs through our implementation work with 78 schools in the Intermediate Intervention/Underperforming Schools Program, High Priority Schools Grants Program, and Comprehensive School Reform Program, and through our professional development institutes. SMP designs school-specific programs for school-wide professional development in reading, writing, ELD, and math. These programs focus on California State Content Standards and the use of SBE-approved Mathematics and English-Language Arts instructional materials. UCLA SMP also provides faculty coaching in school-wide, grade level, department, and vertical team settings, to ensure effective implementation, meaningful measurement of that implementation, and productive reflection and discussion of student academic progress.

Comprehensive School Reform
UCLA SMP is also currently a provider for the High Priority Schools Grant Program (HPSGP). HPSGP is intended to assist the lowest performing schools in the state in raising student achievement by offering additional resources targeted at student performance. Eleven schools have contracted with UCLA SMP to provide extensive training and on-site assistance to help them with the implementation process, beginning in 2006.

UCLA SMP is currently a provider for the national Comprehensive School Reform (CSR) Program, designed to boost student achievement across the country. CSR Program funds are awarded as competitive incentive grants to schools to adopt proven, research-based reform models to help them meet challenging state content and performance standards. Eleven schools have contracted with UCLA SMP to provide extensive training and on-site assistance to help them with the implementation process.

From 2004 to 2008, UCLA SMP contracted with eleven Comprehensive School Reform (CSR) Program schools in a sustained and intensive multi-year partnership to improve student achievement outcomes. Each school received funding to contract with UCLA SMP for comprehensive planning, coaching, and professional development services. The CSR Program is a federal initiative that offers schools and districts funding to implement school reform strategies. Part of the No Child Left Behind Act of 2001, the CSR program works to "improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research and effective practices so that all children, especially those in low-performing, high-poverty schools, can meet challenging State content and academic achievement standards."[1]

The average API growth between 2003-04 and 2008-09 for CSR Program schools that partnered with UCLA SMP was dramatic. On average, these schools gained 113 points, compared to 102 points for CSR Program schools[2] that did not partner with UCLA SMP and 98 points for schools matched on similar demographic characteristics[3].

In addition, data from schools working with UCLA SMP were compared to state-provided API data from other CSR Program schools and schools similar on key demographic variables. Scores that are consistent with state averages indicate that UCLA SMP is as effective at helping schools as other external providers, while higher scores or a higher percentage of schools making gains may indicate that UCLA SMP outperforms other providers in terms of helping schools make gains in whole-school achievement.

Results indicate that UCLA SMP performs as well as or better than other providers in the state in terms of percentage of schools meeting API growth targets, $\chi^2 (2) = 5.99$, $p < .05$. Moreover, CSR Program schools that partnered with UCLA SMP were significantly more likely to meet state-provided API targets for English language learners and make Comparative Improvement, or meet API targets for all numerically significant

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[1] Program Guidance from the United States Department of Education

[2] Other CSR Program schools or schools that received CSR funding but worked with other providers. (N = 110). These schools were used to compare effects of programming by UCLA SMP to that of other providers.

[3] Similar Schools or schools that have been identified as "Similar Schools" for each of the UCLA SMP CSR Program schools by the California Department of Education. For each California school, the Department of Education identifies 100 Similar Schools that are matched on key structural and demographic characteristics (e.g., student demographic composition, teacher qualifications, average class size, grade span, etc.). Each UCLA SMP school's group of 100 Similar Schools was pooled into a larger group after removing duplicated schools and Similar Schools that were also CSR Program schools (N = 673). These schools were used to isolate CSR effects among schools with similar demographics

subgroups of ethnic, socioeconomically disadvantaged students, and students with disabilities, $\chi^2 (2) = 7.14$, $p < .05$.

In 2009, 73% of UCLA SMP CSR Program schools met AYP goals for proficiency in Mathematics, compared to 30% of CSR Program schools with similar demographics that did not work with UCLA SMP, a statistically significant difference, $\chi^2 (2) = 7.24$, $p < .05$. Complicated by the higher numbers of English Language Learners, 36% of CSR Program schools that had a partnership with UCLA SMP met Academic Yearly Progress goals in English/Language arts in 2009, compared to 26% of CSR Program schools with similar demographic characteristics that did not work with UCLA SMP.

As part of the CSR Program application process, each school, with the assistance of UCLA SMP faculty, conducted a school-wide needs assessment and developed five to seven objectives to guide its reform efforts. While student achievement remained an overarching goal, most of the goal areas focused on school-wide organizational problems such as collaboration, participation by stakeholders, and use of data to improve instruction. Because these goals are not generally appropriate for quantitative analysis, a qualitative analysis of implementation status was used. Goals were categorized into broad areas and progress assessed by an External Evaluator, the Claremont Graduate School's Institute at Indian Hill.

Results indicate that schools made substantive improvement in organizational effectiveness, teacher practice, and student achievement in the following areas: strengthening professional development, improving collaboration/distributive leadership, increasing English Language Learner achievement, honing intervention strategies, increasing parent involvement, differentiating instruction, and using data to drive instructional practice.

Training for English Language Learners and Non-Standard English Speakers
All UCLA SMP faculty members have worked in schools with large, underachieving EL populations. The majority of schools served by UCLA SMP have ethnically diverse populations with large EL subgroups. Growth in SAT 9 and AYP for many of these schools is significant. UCLA SMP have helped these schools make gains at site and district levels by: determining the need for, and providing, professional development in SDAIE/ELD strategies and techniques for integrating higher level thinking skill instruction into the content areas; assisting schools in analyzing the impact of various programs to address the needs of ELs, including Into English, Avenues, High Point, Carousels, and the Wildcats intervention programs; increasing awareness of ELD standards, knowledge of CELDT testing requirements, and understanding of their roles in attending to the specific academic needs of ELs; providing professional development to schools and districts in the use of the Writing Process to support English Language Learners; and providing professional development in the use of backward planning to ensure that ELD standards are taught as the pathway to achieving proficiency in the regular English Language Content Standards. SMP is also offering workshops strategies for teachers in specific core content areas for these students based on the success of the professional development for English Language Arts.

The Bridges to Understanding: Teaching That Matters for English Language Learners training. This training is designed to give educators a portfolio of strategies that enable K- 12 students to participate actively in rigorous classroom learning when English is not their first language. This institute deepens participants' understanding of the language development strengths and challenges of their English Language Learner (EL) students, while helping them to define and achieve expectations and outcomes. Participants also learn and practice strategies that increase meta-cognition, including ways in which they can support or scaffold students as they connect new information and ideas to what they already know (building from basic skills) and how to help students organize information, explore meaning of words and text, and communicate their learning to others.

Teacher and administrative responses to the Bridges training are overwhelmingly positive. Analysis of the formative feedback survey showed that participants reported a high degree of satisfaction with their learning experience. Based on a 5 point ranked scale from strongly agree to strongly disagree, 91% of the surveyed respondents (N=856) either agreed or strongly agreed that their learning experience at the EL training helped them to gain insight into their professional practices.

Participants' self-reported confidence in scaffolding rigorous content for ELs significantly increased after attending the institute, a statistically significant difference, $t(41) =$ 14.075, $p < .001$. Similarly, participants' self-reported confidence levels in building from the "basic skills" of speaking and listening to the derived skills of writing and reading significantly increased after attending the institute, a statistically significant difference, $t(41) = 13.741$, $p < .001$. Over 90% of the participants reported a greater confidence in scaffolding rigorous content and building from basic skills at the end of the institute.

Table 4.1: Comparison of 2009 English Learner API Targets by Type of School

Met API Target for English Language Learners	Schools that did not attend Bridges (N=705)	Schools that attended Bridges (N=97)
All Schools	2804 (17% of Total schools)	65 (67% of UCLA SMP schools)
Elementary Schools	2138 (71% of Total ES)	52 (78% of all UCLA SMP ES)
Middle Schools	391 (57% of Total MS)	7 (47% of all UCLA SMP MS)
High Schools	275 (47% of Total HS)	6 (75% of all UCLA SMP HS)

V. ALIGNMENT OF OTHER RESOURCES WITH THE SELECTED INTERVENTION MODELS

The AVUSHD administration has an earnest commitment to the successful implementation of the School Improvement Grant (SIG) for Eastside and Littlerock high schools. Through on-going collaborative efforts, district-level administrators will provide schools with technical assistance and supplement SIG funding with currently available federal, state, and private funding sources to improve student achievement.

Resources Currently Available to Schools to Support Implementation
AVUHSD currently uses Title I, Title III, Title IV, ARRA and other funds to support efforts to improve student achievement at Littlerock and Eastside. Title 1 and ARRA funding are used to support the schools efforts in ensuring all nine EPCs are fully implemented. Title III funds are used to supplement teaching and learning by English Language acquisition students. Title IV (Part A: Safe and Drug-Free Schools and Communities) is used to support learning environments that promote academic achievement.

Eastside High School also receives funding from DAIT, the Pupil Retention Block Grant (to help educationally disadvantaged students succeed in the regular program) and the Economic Impact Aid/ English Learner Program to help (to develop fluency in English and academic proficiency of English Learners).

Coordination of Existing Resources with SIG Funding
All monies and personnel are currently used to support student achievement and are aligned to the schools' annual goals, which are outlined in this SIG grant application (Section 9). As described in Section 3 and Form 10, all funds will be expended primarily in four areas:
1. Teacher hourly pay and substitute time to provide optimum opportunities for teachers to meet, collaborate, plan and analyze student work and teacher practice
2. Professional development to build a professional learning community
3. Technology to analyze data and support student learning
4. "Teacher+" positions to provide expertise and coaching in reading-language arts and mathematics

Plan to Ensure Coordination of Resources
To ensure every dollar spent on Eastside and Littlerock is used to support the schools' efforts in meeting their annual goals, the AVUHSD district office will develop an ongoing process to monitor and evaluate the expenditures and subsequent changes in the teaching and learning environment and, ultimately student achievement. Monthly meetings will be set up to review each site's school improvement plan and budget expenditures.

VI. ALIGNMENT OF PROPOSED SIG ACTIVITIES WITH CURRENT DAIT PROCESS (IF APPLICABLE)

In September 2008, WestEd and the UCLA School Management Program conducted a DAIT Capacity Study of AVUHSD. Overall, the DAIT providers found AVUHSD to have strong district capacity to support its schools in improving student achievement. Specifically, the report found the following key elements of Antelope Valley Union High School District's capacity:

- The District leadership has a clear vision and plan for improving instruction and increasing student achievement.
- The District is holding people accountable for measurable outcomes. This can be enhanced by the development of "smart goals" for every program and every school site.
- The District has the will and the capacity to implement with fidelity and consistency a system of summative and formative assessments to inform instruction.
- With the District's support of coaching, the quality of instruction will increase.
- The District is committed to implementing Board adopted curriculum across all schools and in all classrooms.
- The Fiscal Operations of the District are financially sound. There are as with most Districts opportunities to improve how resources are maximized to improve student outcomes. As the LEA Plan is developed it will include a consideration of resource needs and options to provide such support through the consideration of how all resources will focus on the needs of student achievement. The final LEA Plan will include a detailed budget that shows how each action is included in the District budget.

The major improvement actions adopted by AVUSHD fell into the following five topic areas: curriculum and instruction, special education, personnel/human resources, use of fiscal resources, and governance. Overall, the DAIT providers also found that most of the reform initiatives were being implemented across the district and recommend that AVUHSD sustain its efforts. In addition, the DAIT providers recommended that AVUHSD increase the consistency of implementation of efforts across the district.

To sustain and expand the improvement actions across the district, AVUHSD created the 2008-2013 LEA plan and the schools' Single Plan for Student Achievement (SPSA), which are fully aligned with the LEA plan.

Antelope Valley Union High School District's major improvement actions are completely aligned with the proposed SIG activities. Also, as described in Section 2 of this proposal, the district office has already taken steps to implement the required strategies of the Transformation Intervention Model at both Eastside High School and Littlerock High School. With funding from the SIG program, AVUSDH will be able to continue its work at Littlerock and Eastside, ensuring full implementation and support. In the following paragraphs, the major improvement action adopted from the DAIT

recommendation for each topic area and the alignment/coordination between the actions and SIG strategies is described.

Topic Area: Curriculum and Instruction
Improvement Action from DAIT Recommendations:

- Embed district and school-site corrective actions within a data-rich cycle of professional inquiry and improvement.
- Collect and act on real-time data by implementing or deepening the teacher-driven Classroom Walk-through Protocol and the separate administrator-driven Walk-through process consistently and with fidelity in the district and at school-sites.
- Support professional collaboration that results in improved student learning by:
  o Assuring time for collaboration
  o Including data from Walk-throughs, formative, and summative assessments
  o Developing and/or adopting core protocols to collect, reflect, and act on data as primary collaboration activities
  o Training department chairs and other teacher leaders to guide collaboration to improve instructional practice through the use of protocols
  o Linking coaching and professional development to collaborative planning, observation, and evaluation
  o Solidifying the current benchmark testing cycle as action-research to improve practice
  o Convening district-wide forums to share learning and integrate it into the AVUHSD culture
- Enhance student learning by designing and implementing a student-based cycle of inquiry around students' own learning—setting goals, measuring progress, and providing feedback to teachers and each other.

Alignment with Proposed SIG Activities at Eastside and Littlerock
The improvement actions for curriculum and instruction are fully aligned with the Transformation Intervention Model Required Activity a. (4): "Provide instructional staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies."

To address the DAIT recommendations, AVUHSD hired UCLA School Management Program to provide targeted professional development around building professional learning communities, classroom walk-throughs, and collecting and using data to improve instruction among other topics.

With SIG funding, the district office will continue to provide Eastside and Littlerock with quality professional development – especially in subject-matter areas and to address EL and SPED needs – as well as support the schools in creating systems to hold teachers accountable for training, provide more time for professional development (e.g., requiring

teachers to attend training on flex days), providing additional support to ensure the teachers can and do implement new learning in the classroom, and creating more opportunities for collaboration. Moreover, the district will employ the same professional development provider – UCLA School Management Program – for the SIG funded activities that is working to implement the DAIT professional development recommendations throughout the schools in the district.

Topic Area: Special Education
Improvement Action from DAIT Recommendations:

- Build collaborative planning time for special education/general education instructional planning and support into the master schedule to ensure teachers have common preps. Also, allow for pre-scheduling special education students into classes appropriately.
- Continue to develop/reinforce the overall district philosophy of special education inclusion for all special education students. This would allow for the understanding of site administrators that collaborative planning time is critical for success for all students. Continue to build on the inclusive service delivery model used with the RS students.
- Continue with the administrative Director positions in Education Services that focus on interventions and assessment. This has shown improvement in alignment and focus in ELA and math and is helping to bridge the gap between GE/SE.
- Consider co—teaching option for SDC teachers to allow for more of these students to have access to the core instruction with HQT teachers. This could assist with the HQT issues for special education teachers.
- Consider a district-wide approach to multi-tiered interventions (RTI) as a pre-special education option. This would allow for more focus on assessments and target instruction to students who are struggling. Special education needs to be part of the overall process but this needs to be a general education driven focus and priority. This would allow for greater alignment of interventions for all students and would set "cut scores" to allow for consistency of movement in and out of intensive intervention classes.

Alignment with Proposed SIG Activities at Eastside and Littlerock
In addition to addressing the instructional areas of the Transformation Intervention Model, the improvement actions for special education are fully aligned with the Transformation Intervention Model Required Activity c.(1): "Establish schedules and strategies that provide increased learning time."

Over the past year, the district and schools have taken steps to ensure the goals are appropriately funded and implemented on both sites. Specific collaboration opportunities between general education and special education teachers are imbedded into each site's professional development plan. The inclusion model is being implemented at Eastside and Littlerock, with additional core area support being provided within the student's skills class. Co-teaching and RTI interventions prior to students being identified with learning disabilities are being researched at both sites.

As mentioned in Section 2 and 3, with SIG funding, the district will provide Eastside and Littlerock with the funding and support the schools need to explore new strategies to increase instructional time, redesign pacing guide to allow for pre- and post-teaching, and support teachers of SPED students with additional training.

Topic Area: Personnel/Human Resources
Improvement Action from DAIT Recommendations:
- Make available and closely monitor the Title 2 plan, focusing on "Highly Qualified Staff".
- Conduct exit interviews with every person who leaves the District.
- Support aggressive plans for developing avenues of collegial support at schools to help improve teacher retention.
- Conduct a district-wide survey of the teaching environment and conditions. Such survey of teaching conditions would identify critical factors and could be the basis of an intensive plan to improve those conditions.

Alignment with Proposed SIG Activities at Eastside and Littlerock
The above improvement actions for personnel/human resources are fully aligned with the following Transformation Intervention Model Required Activities:
- a.(3): Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so
- a.(5): Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school

Over the past year, the district has taken steps to ensure that all teachers are Highly Qualified. Teachers are provided support in preparing for SSAT exams. District office personnel work very closely with teachers and their credentialing process. In addition, the district supports with training and funding for Verification Progress of Special Settings (VPSS).

During the 2010-11 school year, the district will begin the process of researching and implementing financial incentive strategies, as well as opportunities for retaining a higher percentage of highly qualified teachers.

The district will use the survey results and exit interview information to help Eastside and Littlerock recruit and retain high quality teachers. Additionally, the district will negotiate with the collective bargaining unit on behalf of Eastside and Littlerock and work closely with the Assistance Superintendent of Personnel Services to create strategies and reward systems to recruit and retain effective teachers.

Topic Area: Fiscal Resources
Improvement Action from DAIT Recommendations:
There are as with most Districts opportunities to improve how resources are maximized to improve student outcomes. As the LEA Plan is developed it will include a consideration of resource needs and options to provide such support through the consideration of how all resources will focus on the needs of student achievement. The final LEA Plan will include a detailed budget that shows how each action is included in the District budget.

Alignment with Proposed SIG Activities at Eastside and Littlerock
The improvement actions for fiscal resources are fully aligned with the Transformation Intervention Model Required Activity d. (2): "Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO."

The 2008-2013 LEA Plan includes a detailed budget that shows how each action is included in the District budget. The SPSA template is aligned with the LEA goals and activities. Over the past year, the district and schools have taken steps to ensure the goals are appropriately funded. Currently, there is no process or metric to show the connection between funding and improved student achievement. With grant funding, the district will create a process to connect funding and improvement in student achievement and will continue to provide the ongoing, intensive technical assistance and related support that Eastside's and Littlerock's in meeting annual student achievement goals.

Topic Area: Governance
Improvement Action from DAIT Recommendations:
- Establish measurable goals and objectives for every school site and/or program. Goals should include targets for attendance, graduation, and academic achievement.
- Develop goals in a smart goal format and use data to assess whether or not the goals have been met.
- Continue to make effective practices for school improvement an agenda item for every administrative meeting.
- Ensure faculty meeting agendas include effective practices for instructional improvement.

Alignment with Proposed SIG Activities at Eastside and Littlerock
The SIG process requires that each school establish challenging and measureable annual goals for student achievement in both reading and math. Based on the DAIT recommendations, the district established a process for each school to develop rigorous, challenging and measureable goals based on student achievement. These goals are part of the Single Plan for Student Achievement. The district meets with the principal monthly and quarterly to discuss progress against the goals. With SIG funding, the district will continue to support this process for Eastside and Littlerock.

VII. MODIFICATION OF LEA PRACTICES OR POLICIES

AVUHSD will negotiate for changes in collective bargaining agreements to provide principals with greater control over budgeting, scheduling, and the hiring, placement, and retention of staff.

In the table below, the specific district policies and practices that need to be revised in order to enable Eastside and Littlerock to fully implement the Transformation Model, the rationale for selecting that policy, the process for revision and the description of the proposed revision is described.

The Policy or Practice that Needs to Be Changed	The Rationale for the Selection of the Policy or Practice	The Process for Revision	Description of the Proposed Revision
Transferring teachers to and hiring new teachers.	Hiring and maintaining a cohesive, highly qualified teaching staff and retaining them over a period of years continues to be a challenge that restricts consistent growth. To ensure both schools recruit, place, and retain staff with the skills necessary to meet the needs of their students, AVUSHD must ensure that Eastside and Littlerock have access to high quality teachers. The Antelope Valley Union High School District is committed to offering an employment and educational environment free from discrimination. AVUHSD attempts to recruit and hire highly qualified teachers, based on district, site, and student needs. Postings for openings go out via the internet and district websites. Currently, district teachers have the opportunity to put in for transfers to different sites based on site needs and teacher seniority.	Working with the District Office, each school will develop criteria for new teachers. The criteria may include a requirement that the new hires or transfers must demonstrate how they have used data to improve student achievement.	Eastside and Littlerock will have the flexibility to hire only those teachers who meet the established criteria. Additionally, Eastside and Littlerock can refuse a transfer if the teacher does not meet the established criteria.

The Policy or Practice that Needs to Be Changed	The Rationale for the Selection of the Policy or Practice	The Process for Revision	Description of the Proposed Revision
Use of financial incentives to recruit and retain high quality teachers.	Hiring highly qualified teaching staff – especially for Littlerock, which is located in the unincorporated area of the county – is a challenge that restricts consistent student achievement growth. Some teachers, for example, find it challenging to afford the commute to the school.	The incentive system will be designed using an inclusive and collaborative process that ensures teacher and principal input. The school site council will work with an ad hoc committee – which includes teachers and union representatives – and the district office to develop financial and other incentives to recruit and retain high quality teachers. The District Office will negotiate on behalf of the schools with the collective bargaining units and will present the new plan to the board for approval.	The incentive system will be two-fold. Retention stipends will be used to ensure that Highly Qualified Teachers remain on staff at Eastside and Littlerock. In additional, a reward incentive system will be established by clustering teachers based on their student's demographics and will rely on student growth throughout the school year, reviewing common assessments and end of year course assessments.

The Policy or Practice that Needs to Be Changed	The Rationale for the Selection of the Policy or Practice	The Process for Revision	Description of the Proposed Revision
Teacher evaluation and reward policies.	Currently, neither Eastside nor Littlerock have a rigorous, transparent, and equitable evaluation system for teachers. Moreover, these schools do not have a reward system to recognize school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.	The evaluation system, rewards and rewarding process will be designed using an inclusive and collaborative process that ensures teacher and principal input. The school site council will work with an ad hoc committee – which includes teachers and union representatives – and the district office to develop financial and other incentives to recruit and retain high quality teachers. The plan will be presented to the board for approval.	AVUHSD policies and practices will enable Littlerock and Eastside to create a clear and universally agreed upon evaluation system for educators based on student growth and other indicators of student performance. In conjunction with the new evaluation system for teachers, Littlerock and Eastside will have a clear and universally agreed upon process to reward effective teachers and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not improved student achievement.

The Policy or Practice that Needs to Be Changed	The Rationale for the Selection of the Policy or Practice	The Process for Revision	Description of the Proposed Revision
Curriculum choices and refinement by individual schools.	Some district-wide policies and practices on required curriculum and placement could be modified to allow for both increased learning time and placement of students in appropriate courses (e.g., intensive instruction, advanced placement, EL courses, and SPED courses).	The school site council will work with an ad hoc committee – which includes teachers and parents – and the district office to develop financial and other incentives to recruit and retain high quality teachers for extending learning opportunities. The plan will be presented to the board for approval.	The proposed revision will allow Eastside and Littlerock to have more flexibility in their placement and curriculum choices so as to ensure students are receiving the instruction they need to succeed. For example, students may have more access to college courses or online learning opportunities through extended day options. Extending the school day by 2 period offerings and Saturday classes will provided additional flexibility. In addition, opportunities for collaboration with local community college will be researched to offer additional occasions for student advancement.

VIII. SUSTAINMENT OF THE REFORMS AFTER THE FUNDING PERIOD ENDS

To ensure full implementation of and fidelity to the strategies of the Transformation Intervention Model at Eastside High School and Littlerock High School, AVUHSD intends to request a waiver to extend the funding expenditure from September 30, 2011 to September 30, 2013. Additionally, the district plans to sustain the Transformation Intervention Model at both schools after the SIG funding period by seeking addition funding and through the design of the program. The strategies to sustain the effort are described in more detail in the following paragraphs.

Financial Resources to Sustain the Intervention

In addition to continuing to use ongoing categorical funds to support the Transformation Intervention Model strategies, the district will also seek funding (and in-kind donations) from the state, private and public foundations, and corporations. For example, AVUHSD will support the reform effort with Title 1 and ARRA funding, and addition categorical funding sources (Title II, Title III, EIA/LEP, etc). AVUHSD will approach foundations such as the Kellogg Foundation, the Ford Foundation and other educational foundations such as Antelope Valley High Schools Education Foundation, some of which have provided grants to AVUHSD schools in the past. The district will also approach corporations such as Boeing, NASA and the Air Force for funding or in-kind donations in the form of math and career counseling support.

Programmatic Strategies to Sustain the Intervention

Throughout the planning and implementation of the Transformation Intervention Model, the district has and will continue to utilize strategies to ensure the model is sustained after the SIG funding period. For example, by involving all stakeholders from both school communities in the design of the reform effort, the district has helped ensure the changes can be sustained. The district used protocols to engage district administrators, school administrators, instructional coaches, teachers, counselors, parents, and site union representatives in the needs analysis process and design of Transformation Intervention Model strategies. The members of the school communities have a vested interested in the long-term success of the strategies they helped designed.

Additionally, the professional development program provided by AVUHSD's external provider – UCLA School Management Program – is designed to be self-sustaining following its implementation at a school site. The over-arching outcome of UCLA SMP's professional development is to create a new culture within the school community that becomes self-perpetuating, often growing in strength and importance as the systems and structures become adopted and embedded. In all endeavors, UCLA SMP faculty uses a framework – the Continuous Cycle of Instructional Inquiry and Improvement – which systematically leads educators and administrators through an ongoing process of identifying desired goals for student and school improvement, examining current reality, and building on areas of strength. Educators learn how to make, and act upon, strategic decisions in order to increase effectiveness, and, thereby, establish a culture of

continuous improvement. As such, the need for long-term funding to sustain the project can be reduced.

Finally, with support from the district, Eastside and Littlerock are committed to creating structures and processes to allow new teachers and leaders to easily adopt the reform measures and learn best practices. For example, Littlerock has discussed developing a "library" of effective teaching strategies for each standard/benchmark to ensure fidelity to the improved instructional program

IX. ESTABLISHMENT OF CHALLENGING LEA ANNUAL SCHOOL GOALS FOR STUDENT ACHIEVEMENT

The goals for the 2009-2010 academic year, as well the plan for monitoring the identified goals, for Eastside and Littlerock are presented in the tables on the following pages. (The school site councils from Eastside and Littlerock are meeting now and with the district office to create annual goals for the 2010-11 academic year.)

To develop the goals, the district office and school site councils reviewed student achievement data (e.g., CST results, CAHSEE results, AVUHSD Benchmark Assessment results, AYP reports and API reports) and other indicators of student performance (e.g., graduation rates) for the entire student body and subgroups. Both schools developed challenging goals, reflecting significant but realistic growth in student achievement over the previous year. Each goal was developed based on the state's assessments in RLA and mathematics and tailored to meet the needs of the individual school.

Development of the goals was part of a larger process to create the Single Plan for Student Achievement (SPSA) for each school. The SPSA is a plan of actions and strategies identified for implementation to raise the academic performance of students and improve the school's educational program. Using student achievement data needs assessment surveys and gather input from other relevant stakeholders (e.g., instructional coaches, teacher leaders, and parents), the principal, the school site council and the district office developed the plan. Once developed, the SPSA was presented to the school board for approval and shared with the larger school community.

To measure the schools' progress on their goals, AVUHSD will use its established, explicit, well-defined monitoring system. This process involves reviewing multiple sources of measureable data at regular interval over the course of the year and at the end of the year. The plan is also outlined in the table below.

Annual Goals for Eastside High School

Annual Goal for Eastside	Anticipated Annual Performance Growth for Each Group	Means of Evaluating Progress Towards Goal	Monitoring Timeline	Person Responsible
1. Improve student literacy and mathematics achievement as measured by student performance on state and local assessments (CAHSEE, CST's, and AVUHSD Benchmark Assessments).	• Increase of 5% in Pass rate on both portions of the CAHSEE • Increase of 10% in ELA and 10% in Math in Proficiency rate on the CAHSEE • Increase of 10% in Proficient or higher on ELA CST's • Increase of 10% in Proficient or higher on all math CST's • 50% of 9th through 11th grade students will score proficient or higher on English and math Benchmark exams.	CST results, CAHSEE results, AVUHSD Benchmark Assessment results, and CST's, AYP and API reports.	Monthly reviews with principal. Quarterly and annual reviews meeting with school-site leadership team and district office.	Principal, Assistant Principal, Instructional Coaches, Department Chairs, CAHSEE Coordinator
2. Improve student achievement in other content areas as measured by student performance on state and local assessments (CST's, AVUHSD Benchmark Assessments).	• Increase of at least 10% in Proficient and Advance levels in the Science and Social Studies portions of the CST exam. • 50% of 9th, 10th, and 11th grade students will score proficient or higher on quarterly AVUHSD Benchmark Assessments in Science and Social Studies.	CST results, AVUHSD Benchmark Assessment results, and API reports.	Monthly reviews with principal. Quarterly and annual reviews meeting with school-site leadership team and district office.	Principal, Assistant Principal, Instructional Coaches, Department Chairs

Annual Goal for Eastside	Anticipated Annual Performance Growth for Each Group	Means of Evaluating Progress Towards Goal	Monitoring Timeline	Person Responsible
3. Improve student achievement within special populations as measured by student performance on state assessments (CAHSEE, CST's, CELDT, and AVUHSD Benchmark Assessments).	• Increase of 5% in Pass rate on both portions of the CAHSEE • Increase of 10% in ELA and 10% in Math in Proficiency rate on the CAHSEE • Increase of 10% in Proficient or higher on ELA CST's • Increase of 10% in Proficient or higher on all math CST's • 50% of 9th through 11th grade students will score proficient or higher on English and math Benchmark exams.	CST results, AVUHSD Benchmark Assessment results and API reports.	Monthly reviews with principal. Quarterly and annual reviews meeting with school-site leadership team and district office.	Principal, Assistant Principal, Instructional Coaches, Department Chairs, CAHSEE Coordinator

Annual Goals for Littlerock High School

Annual Goal for Littlerock	Anticipated Annual Performance Growth for Each Group	Means of Evaluating Progress Towards Goal	Monitoring Timeline	Person Responsible
1. Improve student literacy and mathematics achievement as measured by student performance on state and local assessments (CAHSEE, CST's, and AVUHSD Benchmark Assessments).	• Increase of at least 17% in Proficient and Advanced levels in the ELA and 21% in the Math portions of the STAR exam. • Increase of at least 14% on the ELA and 22% Math Proficient and Advanced on the CAHSEE exam. • Increase passage rate by 14% on both ELA and Math portions of the CAHSEE for all 10th grade students. • 52% of 9th, 10th, and 11th grade students will score proficient or higher on quarterly AVHSD benchmark assessments.	Data from site-content assessments, CAHSEE, CST's, AYP and API reports.	Monthly reviews with principal. Quarterly and annual reviews meeting with school-site leadership team and district office.	Principal, Instructional coaches, Content and Support Teachers, Counselors
2. Improve student achievement in other content areas as measured by student performance on state and local assessments (CST's and AVUHSD Benchmark Assessments).	• Increase of at least 13% in Proficient and Advance levels in the Science and Social Studies portions of the STAR / CST exam. • 54% of 9th, 10th, and 11th grade students will score proficient or higher on quarterly AVHSD benchmark assessments.	STAR, CAHSEE, and District Benchmark Exams disaggregated by gender, ethnicity, socioeconomic status, Special Education, and English learners.	Monthly reviews with principal. Quarterly and annual reviews meeting with school-site leadership team and district office.	Principal, Instructional coaches, Content and Support Teachers, Counselors

Annual Goal for Littlerock	Anticipated Annual Performance Growth for Each Group	Means of Evaluating Progress Towards Goal	Monitoring Timeline	Person Responsible
3. Improve student achievement within special populations as measured by student performance on state assessments (CAHSEE, CST's, CELDT, and AVUHSD Benchmark Assessment)	• Increase of at least 14% in Proficient and Advance levels on the ELA and 21% on the Math portions of the STAR / CST exam and increase of at least 16% on the ELA and 11% on the math portions of the CAHSEE the first time taken by 10th grade students. • 45% of 9th, 10th, and 11th grade students will score proficient or higher on quarterly AVHSD benchmark assessments.	STAR, CAHSEE, and District Benchmark Exams disaggregated by gender, ethnicity, socioeconomic status, Special Education, and English learners.	Monthly reviews with principal. Quarterly and annual reviews meeting with school-site leadership team and district office.	Principal, Instructional coaches, Content and Support Teachers, Counselors

X. INCLUSION OF TIER III SCHOOLS (IF APPLICABLE)

NA

XI. CONSULTATION WITH RELEVANT STAKEHOLDERS

To solicit input regarding the SIG application and the selection and implementation of the intervention model from relevant stakeholders – including administrators, teachers, staff, parents, union representatives, and community representatives – the district office and both schools hosted a number of meetings throughout March, April and May 2010. In the tables below, the means of collecting input from stakeholders by the district office and each school are described.

Meetings Held and Communications Provided by the District Office

Date	Stakeholders Present	Information Provided to and Input Gathered from Stakeholders
April 21, 2010 May 5, 2010	Board of Trustees and district cabinet	Superintendent, Assistant Superintendent, and Director School Improvement presented
April 16, 2010		Set up and used a communication system for stakeholders (Tele-Parent), students, parents, community, SSC, Collective Bargaining units, ELAC, and other groups to provide information and receive input

Meetings Held and Communications Provided by at Eastside High School

Date	Stakeholders Present	Information Provided to and Input Gathered from Stakeholders
March 17, 2010	Instructional Coaches	School principal provided general information and fielded questions about SIG and Tier II status. Input was gathered through open-ended questions and from comments and conveyed to the district office.
March 28, 2010	Department Chairs	School principal provided general information and fielded questions about SIG and Tier II status. Input was gathered through open-ended questions and from comments and conveyed to the district office.

Date	Stakeholders Present	Information Provided to and Input Gathered from Stakeholders
April 5, 2010	School Site Council (includes Certificated Teachers, Classified employees, parents and students)	School principal shared informational sheet on the SIG and on the Intervention Models. Council discussed options and early results from the needs analysis. Input was gathered through open-ended questions and from comments and conveyed to the district office to inform the selection of the Intervention Model.
April 6, 2010	Parent Advisory Council (includes 9 parents and a Classified translator)	School principal shared informational sheet on the SIG and on the Intervention Models. Council also discussed options and early results from the needs analysis. Input was gathered through open-ended questions and from comments and conveyed to the district office to inform the needs assessment and selection of the Intervention Model.
April 7, 2010	Faculty Meeting including classified employees who are assigned to classrooms	School principal and assistance superintendents met with all teachers and gave general information about SIG and presented Transformation Invention Model option. Input was gathered through open-ended questions and from comments and conveyed to the district office to inform the needs assessment and strategies for the Intervention Model.
April 12, 2010	Principal, Assistant Principal, representative from the PAC, instructional coaches for ELA and math, school counselors, site union reps, the Assistant Superintendent of Educational Services and the Director of School Improvement (DO)	ULCA SMP and NPO Solutions facilitated completion of the APS and a discussion of the strategies of the Transformation Intervention Model.

Date	Stakeholders Present	Information Provided to and Input Gathered from Stakeholders
April 19, 2010	Principal, Assistant Principal, representative from the PAC, instructional coaches for ELA and math, school counselors, site union reps, the Superintendent, Assistant Superintendent of Educational Services, the Assistant Superintendent of Personnel Services, and the Director of School Improvement (DO)	ULCA SMP and NPO Solutions facilitated completion of the APS and a discussion of the strategies of the school's progress to date on the strategies of the Transformation Intervention Model and areas for further work. Input was used to draft the proposal.
May 5, 2010	All-Employee and public informational meeting	AVUHSD hosted a pubic hearing to present and gather input from the school community on the SIG and proposed Transformation Intervention Model strategies.

Meetings Held and Communications Provided by at Littlerock High School

Date	Stakeholders Present	Information Provided to and Input Gathered from Stakeholders
March 16, 2010	Instructional Coaches	School principal hosted an informational meeting with to explain the meaning of Tier II status and the potential for submitting RFA for grant. Input was sought and responses were conveyed to District.
March 17, 2010	Faculty Meeting	Principal hosted an informational meeting to explain the status as a Tier II school and the potential for submitting a grant application. Input was sought and responses were conveyed to District.
March 29, 2010	School Site Council (includes Certificated Teachers, Classified employees, parents and students)	Principal hosted a meeting with parents and staff with SIG as an agenda item. Explained Tier II status and the four possible Intervention Models to be implemented with SIG. Input was sought and responses were conveyed to District.
April 12, 2010	Principal, Assistant Principal, instructional coaches, school counselors, the Assistant Superintendent of Educational Services and the Director of School Improvement (DO)	ULCA SMP and NPO Solutions facilitated completion of the APS and a discussion of the strategies of the Transformation Intervention Model.
April 19, 2010	Principal, Assistant Principal, instructional coaches, school counselors, site union reps, the Assistant Superintendent of Educational Services, the Assistant Superintendent of Personnel Services and the Director of School Improvement (DO)	ULCA SMP and NPO Solutions facilitated completion of the APS and a discussion of the strategies of the school's progress to date on the strategies of the Transformation Intervention Model and areas for further work. Input was used to draft the proposal.

Date	Stakeholders Present	Information Provided to and Input Gathered from Stakeholders
April 19, 2010	Site Leadership Meeting	Principal described meeting with district office, UCLA SMP, NPO Solutions, and LACOE SIG specialists. Updated leadership on the possibilities for LHS applying for a grant and possible strategies. Input was sought and responses were conveyed to District.
April 21, 2010	Faculty Meeting	School principal gave additional information on the direction of the SIG application, including the proposed Intervention strategies and action steps. Input was sought and responses were conveyed to District.
April 21, 2010	Special Public Board Meeting	District office held a public meeting at Littlerock with a special hearing opened for site specific information to be given and concerns to be expressed.

SIG Form 4a–LEA Projected Budget
LEA Projected Budget

Fiscal Year 2010-11

Name of LEA: Antelope Valley Union High School District	
County/District (CD) Code: 19-64246	
County: Los Angeles	
LEA Contact: Brenda Yardeen	Telephone Number: (661) 948-7655
E-Mail: byardeen@ahvsd.org	Fax Number: (661) 942-8744
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	**Certificated Personnel Salaries**			
	- 10% Director School Improvement	$13,500	$13,500	$13,500
	- 10% Curriculum Coordinators (2)	$19,000	$19,000	$19,000
	- 10% Director SS/Intervention	$12,550	$12,550	$12,550
	- 10% Prof. Develop. Coordinator	$9,500	$9,500	$9,500
2000– 2999	**Classified Personnel Salaries**			
	1 part time clerical position	$10,000	$10,000	$10,000
3000– 3999	**Employee Benefits**	$15,500	$15,500	$15,500
4000– 4999	**Books and Supplies**			
	Instructional materials/software	$1,000	$1,000	$1,000
	Office supplies/paper	$1,000	$1,000	$1,000
5000– 5999	**Services and Other Operating Expenditures**			
	conferences	$5,000	$5,000	$5,000
	Professional development provider	$20,000	$20,000	$20,000
6000– 6999	**Capital Outlay**			
	computer hardware/software	$5,000	$1,000	$1,000
7310 & 7350	**Indirect Costs**	$3,209	$3,209	$3,209
	Total Amount Budgeted	$95,259	$91,259	$91,259

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010-11

Name of School: Eastside High School	
County/District/School (CDS) Code: 0108407	
LEA: Antelope Valley Union High School District	
LEA Contact: Brenda Yardeen	Telephone Number: (661) 948-7655
E-Mail: byardeen@avhsd.org	Fax Number: (661) 942-8744
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	**Certificated Personnel Salaries**			
	4 FTE positions – supplemental instruction	$260,000	$260,000	$260,000
	5 1/6 salary positions – coordinator	$65,000	$65,000	$65,000
	1 Administrator position	$85,000	$85,000	$85,000
	3000 hours – hourly rate	$100,000	$100,000	$100,000
	20 mentor stipends	$40,000	$40,000	$40,000
	100 retention stipends	$150,000	$150,000	$150,000
	Teacher incentive stipends (student growth)	$300,000	$350,000	$350,000
2000– 2999	**Classified Personnel Salaries**			
	1 part-time clerical position	$10,000	$10,000	$10,000
	20 AVID tutors – hourly rate	$120,000	$120,000	$120,000
	20 student mentor stipends	$40,000	$40,000	$40,000
3000– 3999	**Employee Benefits**			
	Percentage of benefits and taxes	$264,000	$264,000	$264,000
4000– 4999	**Books and Supplies**			
	Instructional materials/software	$26,000	$16,000	$16,000
	Office supplies/paper	$1,000	$1,000	$1,000
5000– 5999	**Services and Other Operating Expenditures**			
	Conferences	$8,000	$7,000	$7,000
6000– 6999	**Capital Outlay**			
	On-line textbooks	$40,000	$25,000	$25,000

	Virtual classrooms/technology, promethean boards, hardware	$150,000	$100,000	$60,000
	Computer lab replacement	$36,000	$36,000	$36,000
7370 & 7380	**Transfers of Direct Support Costs**	n/a	n/a	n/a
Total Amount Budgeted		**$1,695,000**	**$1,669,000**	**$1,629,000**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: Littlerock High School	
County/District/School (CDS) Code: 1995406	
LEA: Antelope Valley Union High School District	
LEA Contact: Brenda Yardeen	Telephone Number: (661) 948-7655
E-Mail: byardeen@avhsd.org	Fax Number: (661) 942-8744
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	**Certificated Personnel Salaries**			
1999	4 FTE positions – supplemental instruction	$260,000	$260,000	$260,000
	5 1/6 salary positions – coordinator	$65,000	$65,000	$65,000
	10 1/6 salary positions – extended day	$130,000	$130,000	$130,000
	11 1/6 salary positions – Advisory period	$143,000	$143,000	$143,000
	1 Administrator position	$85,000	$85,000	$85,000
	2500 hours – hourly rate	$84,000	$84,000	$84,000
	15 mentor stipends	$30,000	$30,000	$30,000
	58 retention stipends	$162,400	$162,400	$162,400
	Teacher incentive stipends (student growth)	$198,800	$270,500	$270,500
2000–	**Classified Personnel Salaries**			
2999	1 part-time clerical position	$10,000	$10,000	$10,000
	10 AVID tutors – hourly rate	$60,000	$60,000	$60,000
	10 student mentor stipends	$20,000	$20,000	$20,000
	1000 hours – hourly rate/community center	$15,000	$15,000	$15,000
3000–	**Employee Benefits**			
3999	Percentage of benefits and taxes	$265,000	$265,000	$265,000
4000–	**Books and Supplies**			
4999	Instructional materials/software	$1,000	$1,000	$1,000
	Office supplies/paper	$1,000	$1,000	$1,000

5000–5999	**Services and Other Operating Expenditures**			
	Conferences	$3,000	$5,000	$5,000
6000–	**Capital Outlay**			
6999	Community Center	$100,000	- -	- -
	On-line textbooks	$20,000	$30,000	$10,000
	Virtual classrooms/technology, promethean boards, hardware	$40,000	$50,000	$50,000
	Computer lab replacement	$36,000	$36,000	$36,000
7370 & 7380	**Transfers of Direct Support Costs**	n/a	n/a	n/a
Total Amount Budgeted		**$1,729,200**	**$1,722,900**	**$1,702,900**

Budget Narrative Instructions

Instructions for Completing Budget Narrative

Use the LEA and school budget narrative forms to describe the costs associated with each activity reflected in the budget. Please include both school and district level budget forms. A general description of activities and their corresponding range of object codes are provided below. See the complete list of object codes on page 41.

Activity	Object Codes
For all personnel, include number of full-time equivalent (FTE) employees, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.	1000–2999
Benefit costs charged to this program must be proportionate to the salary charged to the program. Costs for PERS reduction must be identified separately.	3000–3999
Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example, general office supplies at $100 per month x 20 months = $2,000.	4000–4999
Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the School restructuring plan.	5000–5999
Capital outlay costs are allowable under this sub-grant. Please provide detail describing how the expenditure supports the action plan.	6000–6999

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

District Name: Antelope Valley Union High School District

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Personnel Salaries		
10% of salaries of Director School Improvement, Director of Student Support/Intervention, Curriculum Coordinators (2), Coordinator of Professional Development to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA	$54,550	1100
Classified Personnel Salaries		
Part time clerical support position to support the additional clerical demands of the grant	$10,000	2400
Employee Benefits		
Percentage of employee benefits and taxes	$15,550	3000
Books and Supplies		
Instructional materials and software programs for the implementation of data analysis and interventions to support the differentiated instruction that will be implemented	$1,000	4000
General office supplies/paper to support to additional demands of the grant.	$1,000	4000
Services and Other Operating Expenditures		
Travel and conference registration expenses on researched based instructional practices	$5,000	5000
Contract with UCLA/SMP as Professional Development provider	$20,000	5800
Capital Outlay		
Computers and technological hardware to support implementation of site instructional/data programs	$5,000	6400
Transfers of Indirect Costs		
District costs for transfers of indirect costs	$3,209	7000
Transfers of Direct Support Costs		
No transfer of direct support costs	n/a	--

District name: Antelope Valley Union High School District
SIG Form 5b–School Budget Narrative
School Budget Narrative
Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Eastside High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Personnel Salaries		
4 FTE's for extended supplemental and targeted instruction and acceleration. These persons will provide additional instruction to students who struggle with specific concepts or standards.	$260,000	1100
5 1/6 assignments for coordination of technology instruction implementation, data analysis, student sponsorship	$65,000	1100
Administrative support: additional time in classrooms and with student sponsorship	$85,000	1300
Professional development: Supplemental instruction lesson studies Collaboration centered on student outcomes and best instructional practices: Classroom observations. 3000 hours at hourly rate	$100,000	1900
Stipends for mentorship program: one adult to five at-risk students	$40,000	1900
Stipends for recruiting and retention of highly qualified teacher	$150,000	1900
Teacher incentives based on increasing student outcomes. Rewards will be provided to school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	$300,000	1900
Classified Personnel Salaries		
Part time clerical support position to support the additional clerical demands of the grant	$10,000	2400
Increase of 20 College tutors/AVID for student sponsorship and in-class support to increase student outcomes at an hourly rate (6 hrs per day/$10.00 per hr)	$120,000	2100
20 stipends for mentorship program: one adult to five at-risk students	$40,000	2900
Employee Benefits		
Percentage of employee benefits and taxes	$264,000	3000

School Name: Eastside High School (continued)

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Books and Supplies		
Instructional materials and software programs for the implementation of data analysis and interventions	$26,000	4200
General office supplies/paper to support to additional demands of the grant.	$1,000	4300
Services and Other Operating Expenditures		
Travel and conference registration expenses on researched based instructional practices	$8,000	5200
Capital Outlay		
Computers and technological hardware to support implementation of site instructional/data programs, including on-line textbooks and promethean virtual classroom boards	$230,000	6400
Replacement of technology and computers in existing core area support programs and computer labs	$36,000	6500
Transfers of Direct Support Costs		
No transfer of direct support costs	n/a	--

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Littlerock High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Personnel Salaries		
4 FTE's for extended supplemental and targeted instruction and acceleration. These persons will provide additional instruction to students who struggle with specific concepts or standards.	$260,000	1100
5 1/6 assignments for coordination of technology instruction implementation, data analysis, student sponsorship	$65,000	1100
10 1/6 assignments for enrichment and extended school day. This will allow students to not only receive additional support, but gives them an opportunity for advancement	$130,000	1100
11 1/6 assignments for teachers to take part in an advisory period for at-risk students	$143,000	1100
Administrative support: additional time in classrooms and with student sponsorship	$85,000	1300
Professional development: Supplemental instruction lesson studies Collaboration centered on student outcomes and best instructional practices: Classroom observations. 2500 hours at hourly rate	$84,000	1900
Stipends-mentorship program:1 adult/5 at-risk students	$30,000	1900
Stipends for recruiting and retention of HQ teachers	$162,400	1900
Teacher incentives based on increasing student outcomes. Rewards will be provided to school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	$198,800	1900
Classified Personnel Salaries		
Part time clerical support position to support the additional clerical demands of the grant	$10,000	2400
Increase of 10 College tutors/AVID-student sponsorship and in-class support to increase student outcomes at an hourly rate (6 hours per day/$10.00 per hour)	$60,000	2100
Stipends for mentorship program: one adult to five at-	$20,000	2900

risk students		
1000 hours at the hourly rate to provide support and assistance in the Community Center	$15,000	2900

School Name: Littlerock High School (continued)

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Employee Benefits		
Percentage of employee benefits and taxes	$265,000	3000
Books and Supplies		
Instructional materials and software programs for the implementation of data analysis and interventions	$1,000	4200
General office supplies/paper to support to additional demands of the grant.	$1,000	4300
Services and Other Operating Expenditures		
Travel and conference registration expenses on researched based instructional practices	$3,000	5200
Capital Outlay		
Capital Improvements – development of a Community Center for parent/community involvement	$100,000	6200
Computers and technological hardware to support implementation of site instructional/data programs, including on-line textbooks and promethean virtual classroom boards	$60,000	6400
Replacement of technology and computers in existing core area support programs and computer labs	$36,000	6500
Transfers of Direct Support Costs		
No transfer of direct support costs	n/a	--

Object of Expenditure Codes

School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales (call 1-800-995-4099).

1000–1999 Certificated Personnel Salaries
1100 Certificated Teachers' Salaries
1200 Certificated Pupil Support Salaries
1300 Certificated Supervisors' and Administrators' Salaries
1900 Other Certificated Salaries

2000–2999 Classified Personnel Salaries
2100 Classified Instructional Salaries
2200 Classified Support Salaries
2300 Classified Supervisors' and Administrators' Salaries
2400 Clerical, Technical, and Office Staff Salaries
2900 Other Classified Salaries

3000–3999 Employee Benefits
3101 State Teachers' Retirement System, certificated positions
3102 State Teachers' Retirement System, classified positions
3201 Public Employees' Retirement System, certificated positions
3202 Public Employees' Retirement System, classified positions
3301 OASDI/Medicare/Alternative, certificated positions
3302 OASDI/Medicare/Alternative, classified positions
3401 Health and Welfare Benefits, certificated positions
3402 Health and Welfare Benefits, classified positions
3501 State Unemployment Insurance, certificated positions
3502 State Unemployment Insurance, classified positions
3601 Workers' Compensation Insurance, certificated positions
3602 Workers' Compensation Insurance, classified positions
3701 OPEB, Allocated, certificated positions
3702 OPEB, Allocated, classified positions
3751 OPEB, Active Employees, certificated positions
3752 OPEB, Active Employees, classified positions
3801 PERS Reduction, certificated positions
3802 PERS Reduction, classified positions
3901 Other Benefits, certificated positions
3902 Other Benefits, classified positions

4000–4999 Books and Supplies
4100 Approved Textbooks and Core Curricula Materials
4200 Books and Other Reference Materials

4300 Materials and Supplies
4400 Noncapitalized Equipment
4700 Food

5000–5999 Services and Other Operating Expenditures
5100 Subagreements for Services
5200 Travel and Conferences
5300 Dues and Memberships
5400 Insurance

5000–5999 Services and Other
5500 Operations and Housekeeping Services
5600 Rentals, Leases, Repairs, and Noncapitalized Improvements
5700–5799 Transfers of Direct Costs
5710 Transfers of Direct Costs
5750 Transfers of Direct Costs—Interfund
5800 Professional/Consulting Services and Operating Expenditures
5900 Communications

6000–6999 Capital Outlay
6100 Land
6170 Land Improvements
6200 Buildings and Improvements of Buildings
6300 Books and Media for New School Libraries or Major Expansion of School Libraries
6400 Equipment
6500 Equipment Replacement
6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000–7499 Other Outgo

7100–7199 Tuition
7110 Tuition for Instruction Under Interdistrict Attendance Agreements
7130 State Special Schools
7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools
7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200–7299 Interagency Transfers Out
7211 Transfers of Pass-Through Revenues to Districts or Charter Schools
7212 Transfers of Pass-Through Revenues to County Offices
7213 Transfers of Pass-Through Revenues to JPAs
7221 Transfers of Apportionments to Districts or Charter Schools
7222 Transfers of Apportionments to County Offices
7223 Transfers of Apportionments to JPAs
7281 All Other Transfers to Districts or Charter Schools

7282 All Other Transfers to County Offices
7283 All Other Transfers to JPAs
7299 All Other Transfers Out to All Others

7300–7399 Transfers of Indirect Costs (Effective 2008-09)
7310 Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund
7370 Transfers of Direct Support Costs (Valid through 2007-08)
7380 Transfers of Direct Support Costs—Interfund (Valid through 2007-08)

7430–7439 Debt Service
7432 State School Building Repayments
7433 Bond Redemptions
7434 Bond Interest and Other Service Charges
7435 Repayment of State School Building Fund Aid—Proceeds from Bonds
7436 Payments to Original District for Acquisition of Property
7438 Debt Service—Interest
7439 Other Debt Service—Principal

General Assurances
(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition

   b. Establishing an on-going drug-free awareness program to inform employees about:

      1. The dangers of drug abuse in the workplace

      2. The grantee's policy of maintaining a drug-free workplace

      3. Any available drug counseling, rehabilitation, and employee assistance programs

      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace

   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)

   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

      1. Abide by the terms of the statement

      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction

   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.

   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency

   g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

Antelope Valley Union High School District

44811 Sierra Hwy

Lancaster, Los Angeles County, Ca. 93534

Check **[ ]** if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

   A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

   B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: **Antelope Valley Union High School District**

Name of Program: **School Improvement Grant**

Printed Name and Title of Authorized Representative: **David J. Vierra, Ph.D - Superintendent**

Signature: _____   Date: 8/27/2010

CDE-100DF (May-2007) - California Department of Education

Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a.   No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b.   If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;

c.   The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: **Antelope Valley Union High School District**

Name of Program: **School Improvement Grant**

Printed Name and Title of Authorized Representative: **David J. Vierra, Ph.D**

Signature: _____   Date: 8/27/2010

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: **Antelope Valley Union High School District**

Name of Program: **School Improvement Grant**

Printed Name and Title of Authorized Representative: **David J. Vierra, Ph.D - Superintendent**

Signature: _____ Date: 8/27/2010

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).
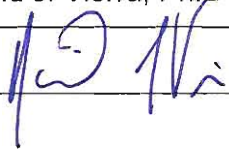
12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Antelope Valley Union High School District
Authorized Executive:	David J. Vierra, Ph.D
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

X Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

❑ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

❑ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	PROJECTED COST
						INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		
Eastside High School	0108407			X					X			$1,600,000 a year for three years
Littlerock High School	1995406			X					X			$1,700,000 a year for three years

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight

School: **Eastside High School**   Tier: I or II (circle one)   **TIER II**

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure **X** Transformation

Total FTE required: _____LEA _____ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
Strategy 1. Develop and increase teacher and school leader (and other staff) effectiveness						
RP	**A) Replace the principal who led the school prior to commencement of the transformation model**	**Completed July 2009**	**N/A**	**N/A**		**District office personnel**
PD	Provide the administration with training and support in leadership and management.	Ongoing throughout grant			- Professional development provider (UCLA/SMP) - Evaluation process based on student outcomes - Principal/site visitations by cabinet members - Administrative Series professional development	

ES	**B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals**	**2010-11**	**$10,000**		**- Professional development around evaluation system - Weekly collaboration hours - stipends - Site/District visitations - Student data base system**	**Site administration**
ES	Create a clear and universally agreed upon evaluation system for educators based on student growth and other indicators of student performance.	Summer-Fall 2010				District office personnel Site administration Union representation
ES IRR	Fact finding – looking for models that have been implemented before	Summer-Fall 2010				District office personnel Principal
ES	Meet with District and Union representation to agree upon an alternative evaluation pilot	Summer-Fall 2010				District office personnel Principal Union representation
ES	Run pilot evaluation program	Fall 2010 – Spring 2011				Site administration
ES	Finalize evaluation program	Spring 2011				Site administration
IRR	**C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates**	**2010-11 school year**	**$300,000**		**-Collaboration time for development of reward system -Stipends -Hourly pay for classroom visitations**	**District office personnel Principal**

IRR	Develop a clear and universally agreed upon process to reward effective teachers and remove ineffective teachers.	Fall 2010				District office personnel Principal
IRR	Develop rubric for implementation of reward system for effective teachers	Fall 2010				District office personnel Principal
IRR	Develop appropriate competencies for successful improvement plan	Fall 2010				Site administration
IRR SD	Quarterly monitoring of student achievement to determine teacher rewards	Quarterly 2010-11 school year				Site administration
PD	**D) Provide instructional staff ongoing, high-quality, job-embedded professional development.**	**2010-11 School Year**	**$200,000**		**Professional development provider (UCLA SMP)** **Stipends** **New instructional coaches** **New teachers** **Others** **Hourly collaboration for classroom walk thrus** **Full time substitute teacher** **Additional administration**	**District office personnel Site administration Site Instructional Coaches Dept. Chairs**
PD	Provide increased collaborative PD opportunities.	Monthly				Site administration Instructional Coaches

PD	Provide increased professional development opportunities for each subject-matter area	Monthly				Site administration Instructional Coaches
PD	Provide increased professional development opportunities to address EL and SPED needs.	Monthly				Site administration Instructional Coaches
PD	Provide additional time for professional development (e.g., requiring teachers to attend training on flex days)	Bi-Monthly				Site administration Instructional Coaches
RPR SD IP	Provide additional support (e.g., hiring additional staff for training additional teacher leaders) to ensure the teachers can and do implement new learning in the classroom, and create more opportunities for collaboration	Summer 2010				Site administration
IP PD SD	Develop an explicit, well-defined system understood and used by all for measuring changes in instructional practices resulting from professional development.	August – December 2010				Site administration Instructional Coaches
RPR	**E) Implement strategies designed to recruit, place, and retain staff**	**2010-2011 School Year**	**$150,000**		– **Professional development provider (UCLA SMP)** – **Stipends** – **New instructional coaches**	**District office personnel Site administration**

					- New teachers - Others - Hourly collaboration for classroom walk-thrus - Full time substitute teacher - Additional administration	
RPR	Develop criteria for new teachers to ensure the schools meets it annual goals and hire only those teachers that meet the established criteria.	Completed May 2010				District office personnel Site administration
RPR IRR	Implement strategies to retain highly qualified teachers. -Retention stipends -Increased professional development opportunities -Creation of specific job descriptions for HQT	Ongoing and as needed				District office personnel Site administration
Strategy 2. Comprehensive Reform Strategies						
IP SD	**A) Use data to identify and implement an instructional program that is research-**	2010-11	$200,000		- **Professional development provider (UCLA**	**Site administration Instructional**

					SMP)	Coaches
	based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards.				− **Stipends** − **Mechanism to collect best practices and create "library"** − **Lesson studies** − **Additional Instructional coaches** − **training data system**	
PD SD IP	Provide additional professional development on using data and a continuous cycle of inquiry and improvement	Ongoing				Site administration Instructional Coaches District office personnel
PD IP SD	Develop processes to ensure accountability with implementation of "best practices"	Summer - Fall 2010				Site administration Instructional Coaches
PD IP	Develop a "library" of effective teaching strategies for each standard/benchmark	Fall 2010 and ongoing				Teachers Instructional Coaches
SD	**B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic**	**2010-11 School Year**	**$200,000**		− **Placement Assessments** − **Partnerships with feeder schools** − **Professional development provider (UCLA**	**Site administration Instructional Coaches**

		needs of individual students				SMP) – **Stipends** – **New instructional coaches** – **New teachers**	
SD		Develop a faster and more accurate assessment for math placement and math support	Summer 2010				Curriculum coordinators
IP		Increase the placement period beyond 15 days	Summer 2010				Site administration Counselors
IP		Formalize a process for using data to improve instruction.	Completed. Implement Fall 2010				District office personnel Site administration
SD		Provide additional professional development and support for teachers to access data and use it to improve instruction.	Ongoing				Site administration Instructional Coaches
SD ILT		Create system to target and support students, who with additional help, could be in the advanced courses.	December 2010				Site administration Instructional Coaches

Strategy 3. Increasing learning time and creating community-oriented schools.							
ILT	**A) Establish extended day schedules and strategies that provide increased learning**	**Summer 2010**	**$350,000**		– **Extension of school day** – **After school interventions** – **On-line/distant learning** – **Additional teachers** – **Lesson studies** – **Technology for cyber classrooms**	**Principal** **Asst Principal**
ILT	Integrate a 0 and 7th period into school day.	Fall 2010				Principal Asst Principal
ILT	Investigate and implement other strategies to increase learning time -Homeroom -Advisory period -Saturday School	December 2010				Principal Asst Principal
FCE	**B) Provide ongoing mechanisms for family and community engagement**	**2010-11 School Year**	**$25,000**		**Parent Advisory Committee**	**Site administration**
FCE	Build mechanisms for family, community engagement i.e., growing AVID parent connection, creating formal calendars for parent activities, offering additional courses, creating opportunities for parent involvement.	December 2010				Site administration AVID and EL coordinators

4. Providing operational flexibility and sustained support.							
OF	**A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates**	**Summer 2010**	**$100,000**		– **Professional development** – **Weekly collaboration** – **Pilot program for teacher observations, evaluations, and incentives** – **Lower student/teacher ratio** – **Collaboration in curriculum re-writing**	**District office personnel** **Site administration**
OF	Provide flexibility around staffing and budgeting	Summer 2010				District Administration Site Administration
OF	Re-negotiate staffing contracts	2010-11 School Year				District Administration Site Administration Bargaining Unit Representation
OF PD	Build into the master calendar opportunities for collaboration and professional development	December 2010				Administration
TA	**B) Ensure that the school receives ongoing, intensive technical assistance and**	**Ongoing**	**$100,000**		– **Professional Development provider**	**District office personnel** **Principal**

	related support from the **LEA.**				− **District support**	
TA PD	Provide the ongoing, intensive technical assistance and related support that Eastside needs to meet is annual student achievement goals − Monthly meetings with Educational Services personnel (curriculum coordinators, AVID coordinator, Director School Improvement, Director of Student Support/Intervention. − Monthly administrative series collaboration opportunities	Monthly throughout 2010-11 school year				District office personnel Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight

School: **Littlerock High School**   Tier: I or II (circle one)   **TIER II**

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure **X** Transformation

Total FTE required: _____LEA _____ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
Strategy 1. Develop and increase teacher and school leader (and other staff) effectiveness.						
RP	**A) Replace the principal who led the school prior to commencement of the transformation model**	Completed January 2009	N/A	N/A		**District office personnel**
PD	Provide the administration with training and support in leadership and management.	Ongoing throughout grant			- Professional development provider (UCLA/SMP) - Evaluation process based on student outcomes - Principal/site visitations by cabinet members - Administrative Series prof. development	District Administration Site Administration

ES	**B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals**	**2010-11**	**$50,000**		**- Professional development around evaluation system - Weekly collaboration hours - Stipends - Site/District visitations - Student data base system - Evaluation models**	**Site administration**
ES	Create a clear and universally agreed upon evaluation system for educators based on student growth and other indicators of student performance.	Summer-Fall 2010				District Administration Site Administration
ES IRR	Fact finding – looking for models that have been implemented before	Summer-Fall 2010				District office personnel Principal
ES	Meet with District and Union representation to agree upon an alternative evaluation pilot	Summer-Fall 2010				District Administration Site Administration
ES	Run pilot evaluation program	Fall 2010 – Spring 2011				Administration
ES	Finalize evaluation program	Spring 2011				District Administration Site Administration

IRR	C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates	2010-11 school year	$200,000		-Collaboration time for development of reward system -Stipends -Hourly pay for classroom visitations	District office personnel Principal
IRR	Develop a clear and universally agreed upon process to reward effective teachers and remove ineffective teachers.	Fall 2010				District Administration Site Administration
IRR	Develop rubric for implementation of reward system for effective teachers	Fall 2010				Administration Instructional Coaches Site Leadership Team
IRR	Develop appropriate competencies for successful improvement plan	Fall 2010				Administration Instructional Coaches Site Leadership Team
IRR SD	Quarterly monitoring of student achievement to determine teacher rewards	Quarterly 2010-11 school year				Administration Instructional Coaches
PD	D) Provide instructional staff ongoing, high-quality, job-embedded professional development.	2010-11 School year	$150,000		– Professional development provider (UCLA SMP) – Stipends	District office personnel Site administration Site

					− **New instructional coaches** − **New teachers** − **Others** − **Hourly collaboration for classroom walk thrus** − **Full time substitute teacher** **Additional administration**	Instructional Coaches Dept. Chairs
PD	Provide increased collaborative PD opportunities.	2010-11 School Year				Administration Instructional Coaches District Program Coordinators
PD	Provide increased professional development opportunities for each subject-matter area	Monthly				Administration Instructional Coaches District Program Coordinators
PD	Provide increased professional development opportunities to address EL and SPED needs.	Monthly				Administration Instructional Coaches District Program Coordinators
PD	Provide additional time for professional development (e.g., requiring teachers to attend training on flex days)	Monthly				Administration

RPR SD IP	Provide additional support (e.g., hiring additional staff for training additional teacher leaders) to ensure the teachers can and do implement new learning in the classroom, and create more opportunities for collaboration	Bi-Monthly				Administration Instructional Coaches
IP PD SD	Develop an explicit, well-defined system understood and used by all for measuring changes in instructional practices resulting from professional development.	Summer 2010				Administration Instructional Coaches Site Leadership Team
RPR	**E) Implement strategies designed to recruit, place, and retain staff**	**August – December 2010**	**$160,000**		– **Professional development provider (UCLA SMP)** – **Stipends** – **New instructional coaches** – **New teachers** – **Others** – **Hourly collaboration for classroom walk-thrus** – **Full time substitute teacher** – **Additional administration** –	District office personnel Site Administration

RPR	Develop criteria for new teachers to ensure the schools meets it annual goals and hire only those teachers that meet the established criteria.	2010-2011 School Year				Administration Instructional Coaches Site Leadership Team
RPR IRR	Implement strategies to retain highly qualified teachers. -Retention stipends -Increased professional development opportunities -Creation of specific job descriptions for HQT	Completed May 2010				District Administration Site Administration
Strategy 2. Comprehensive Reform Strategies						
IP SD	**A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards.**	**2010-11**	**$200,000**		– **Professional development provider (UCLA SMP)** – **Stipends** – **Mechanism to collect best practices and create "library"** – **Lesson studies** – **Additional Instructional coaches** – **training data system**	**Site Administration Instructional Coaches**
PD SD	Increase time and support for collaboration and follow-up	Ongoing and as needed				Site Administration

ILT	Build in pre- and re-teaching time to the pacing guides	Ongoing				District Coordinators Instructional Coaches
PD SD IP	Provide additional professional development on using data and a continuous cycle of inquiry and improvement	Summer 2010				Administration Instructional Coaches
PD IP SD	Develop processes to ensure accountability with implementation of "best practices"	Ongoing				Administration Instructional Coaches
PD IP	Develop a "library" of effective teaching strategies for each standard/benchmark	Summer - Fall 2010				Administration Instructional Coaches Site Leadership
SD	**B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**	**Fall 2010 and ongoing**	**$150,000**		– **Placement assessments** – **Partnerships with feeder schools** – **Professional development**	**Administration Instructional Coaches Site Leadership**
SD	Develop a faster, more accurate assessment for math placement and support	2010-11 School Year				Curriculum coordinators

IP	Increase the placement period beyond 15 days	Summer 2010				District Administration
IP	Formalize a process for using data to improve instruction.	Summer 2010				Administration Instructional Coaches Site Leadership
SD	Provide additional professional development and support for teachers to access data and use it to improve instruction.	Completed. Implement Fall 2010				District Development Coordinator Administration Instructional Coaches Site Leadership
SD ILT	Create system to target and support students, who with additional help, could be in the advanced courses.	Ongoing				Administration Instructional Coaches
Strategy 3. Increasing learning time and creating community-oriented schools.						
ILT	**A) Establish extended day schedules and strategies that provide increased learning**	**Summer 2010**	**$350,000**		– **Extension of school day** – **After school interventions** – **On-line/distant learning opportunities** – **Addition teachers** – **Lesson studies** – **Technology for cyber classrooms**	**Principal Asst Principal**

ILT	Integrate a 0 and 7th period into school day.	Summer 2010				Principal Asst Principal
ILT	Investigate and implement other strategies to increase learning time -Homeroom -Advisory period -Saturday School -Facilitate Transportation	December 2010				Administration Instructional Coaches Site Leadership
FCE	**B) Provide ongoing mechanisms for family and community engagement**	**2010-11 School Year**	**$250,000**		**Parent Advisory committee**	**Administration Parent Volunteer Coordinator**
FCE	Build mechanisms for family and community engagement including growing the AVID parent connection, creating formal calendars for parent activities, offering additional courses, and creating additional opportunities for parent and community involvement.	December 2010				Site Administration AVID and EL coordinators

4. Providing operational flexibility and sustained support.						
OF	**A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates**	**Summer 2010**	**$100,000**		− **Professional development** − **Weekly collaboration** − **Pilot program for teacher observations, evaluations, and incentives** − **Lower student/teacher ratio** − **Collaboration in curriculum re-writing**	**District office personnel Site administration**
OF	Provide flexibility around staffing and budgeting	Summer 2010				District Administration Site Administration
OF	Re-negotiate staffing contracts	2010-11 School Year				District Administration Site Administration Bargaining Unit Representation
OF PD	Build into the master calendar opportunities for collaboration and professional development	December 2010				Administration
TA	**B) Ensure that the school receives ongoing, intensive technical assistance and**	**Ongoing**	**$100,000**		− Professional Development provider	**District Administration Site**

	related support from the LEA.				(UCLA/SMP – District support	**Administration Curriculum Coordinators District Development Coordinator Outside Providers**
TA PD	Provide the ongoing, intensive technical assistance and related support that Eastside needs to meet is annual student achievement goals -Monthly meetings with Educational Services personnel (curriculum coordinators, AVID coordinator, Director School Improvement, Director of Student Support/Intervention. -Monthly administrative series collaboration opportunities	Monthly throughout 2010-11 school year				District Administration Site Administration Curriculum Coordinators District Development Coordinator Outside Providers

SIG Form 11– Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

Not applicable for Antelope Valley Union High School District